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ABSTRACT

This publication covers the U.S. House of Representatives June 25, 2002, hearing on building character education through the "First Tee" program in U.S. public schools. The First Tee is a youth character-building organization with programs located throughout the country. It provides young people of all backgrounds the opportunity to develop values and character traits that can positively impact their lives and their school experiences through golf and character education. The publication explains that First Tee programs are community-based and are implemented through a partnership of parents, civic and corporate leaders, state and local governments, youth-serving agencies, schools, and the golf community. The publication contains the following: "Opening Statement of Chairman John A. Boehner, Committee on Education and the Workforce, U.S. House of Representatives, Washington, DC"; "Opening Statement of Representative Ron Kind, Committee on Education and the Workforce, U.S. House of Representatives, Washington, DC"; "Statement of Jack Nicklaus, Professional Golfer, North Palm Beach, Florida"; "Statement of Amber Davis, First Tee Participant, East Point, Georgia"; "Statement of Joe Louis Barrow, Jr., Senior Vice President and Executive Director, The First Tee, St. Augustine, Florida"; "Statement of Duane W. Dedelow, Jr., Mayor, Hammond, Indiana"; "Statement of Karen W. Schoenfeld, LaCrossroads High School, La Crosse, Wisconsin"; "Statement of Anne Flannery, Executive Director, P.E.4Life, Washington, DC"; "Statement of Robert S. Krause, Vice President of Institutional Advancement, Kansas State University, Manhattan, Kansas"; and contains eleven appendices (A-K) consisting of written statements by other scholars, celebrities, and political figures. (BT)

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The First Tee: Building Character Education. Hearing Before the Committee on Education and the Workforce, House of Representatives, One Hundred Sixth Congress, Second Session Hearing (June 25, 2002).

Congress of the U.S., Washington, D.C. House Committee on Education and the Workforce.

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"THE FIRST TEE: BUILDING CHARACTER EDUCATION"

HEARING

BEFORE THE

COMMITTEE ON EDUCATION AND THE WORKFORCE

HOUSE OF REPRESENTATIVES

ONE HUNDRED SIXTH CONGRESS

SECOND SESSION

HEARING HELD IN WASHINGTON, DC, JUNE 25, 2002

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Table of Contents

OPENING STATEMENT OF CHAIRMAN JOHN A. BOEHNER, COMMITTEE ON EDUCATION AND THE WORKFORCE, U.S. HOUSE OF REPRESENTATIVES, WASHINGTON, D.C. 2

OPENING STATEMENT OF REPRESENTATIVE RON KIND, COMMITTEE ON EDUCATION AND THE WORKFORCE, U.S. HOUSE OF REPRESENTATIVES, WASHINGTON, D.C. 4

STATEMENT OF JACK NICKLAUS, PROFESSIONAL GOLFER, NORTH PALM BEACH, FLORIDA 6

STATEMENT OF AMBER DAVIS, FIRST TEE PARTICIPANT, EAST POINT, GEORGIA . 9

STATEMENT OF JOE LOUIS BARROW, JR., SENIOR VICE PRESIDENT AND EXECUTIVE DIRECTOR, THE FIRST TEE, ST. AUGUSTINE, FLORIDA 11

STATEMENT OF DUANE W. DEDELOW, JR., MAYOR, HAMMOND, INDIANA 13

STATEMENT OF KAREN W. SCHOENFELD, LACROSSROADS HIGH SCHOOL, LA CROSSE, WISCONSIN 15

STATEMENT OF ANNE FLANNERY, EXECUTIVE DIRECTOR, P.E.4LIFE, WASHINGTON, D.C. 17

STATEMENT OF ROBERT S. KRAUSE, VICE PRESIDENT OF INSTITUTIONAL ADVANCEMENT, KANSAS STATE UNIVERSITY, MANHATTEN, KANSAS 19

APPENDIX A -- WRITTEN OPENING STATEMENT OF CHAIRMAN JOHN A. BOEHNER, COMMITTEE ON EDUCATION AND THE WORKFORCE, U.S. HOUSE OF REPRESENTATIVES, WASHINGTON, D.C. 27

APPENDIX B -- WRITTEN OPENING STATEMENT OF REPRESENTATIVE RON KIND, COMMITTEE ON EDUCATION AND THE WORKFORCE, U.S. HOUSE OF REPRESENTATIVES, WASHINGTON, D.C. 31

APPENDIX C -- WRITTEN STATEMENT OF JACK NICKLAUS, PROFESSIONAL GOLFER, NORTH PALM BEACH, FLORIDA 37

APPENDIX D -- WRITTEN STATEMENT OF AMBER DAVIS, FIRST TEE PARTICIPANT, EAST POINT, GEORGIA 41

APPENDIX E -- WRITTEN STATEMENT OF JOE LOUIS BARROW, JR., SENIOR VICE PRESIDENT AND EXECUTIVE DIRECTOR, THE FIRST TEE, ST. AUGUSTINE, FLORIDA 51

APPENDIX F -- WRITTEN STATEMENT OF DUANE W. DEDELOW, JR., MAYOR, HAMMOND, INDIANA 57

APPENDIX G -- WRITTEN STATEMENT OF KAREN W. SCHOENFELD, LACROSSROADS HIGH SCHOOL, LA CROSSE, WISCONSIN 61

APPENDIX H -- WRITTEN STATEMENT OF ANNE FLANNERY, EXECUTIVE DIRECTOR, P.E.4LIFE, WASHINGTON, D.C. 67

APPENDIX I -- WRITTEN STATEMENT OF ROBERT S. KRAUSE, VICE PRESIDENT OF INSTITUTIONAL ADVANCEMENT, KANSAS STATE UNIVERSITY, MANHATTEN, KANSAS 75

APPENDIX J -- WRITTEN STATEMENT OF TIMOTHY M. FINCHEM, CHAIRMAIN OF THE WORLD GOLF FOUNDATION AND COMMISSIONER OF THE PGA TOUR 81

APPENDIX K -- LETTER TO CHAIRMAN JOHN A. BOEHNER FROM MICHAEL WALLACE, GOLF COURSE SUPERINTENDENTS ASSOCIATION OF AMERICA, SUBMITTED BY CHAIRMAN JOHN A. BOEHNER, COMMITTEE ON THE EDUCATION AND THE WORKFORCE, U.S. HOUSE OF REPRESENTATIVES, WASHINGTON, D.C. .. 87

Table of Indexes 90

HEARING ON THE FIRST TEE:

BUILDING CHARACTER EDUCATION

TUESDAY, JUNE 25, 2002

U.S. HOUSE OF REPRESENTATIVES,

COMMITTEE ON EDUCATION AND THE WORKFORCE,

WASHINGTON, D.C.

The committee met, pursuant to notice, at 4:00 p.m., in Room 2175, Rayburn House Office Building, Hon. John A. Boehner [chairman of the committee] presiding.

Present: Representatives Boehner, Ballenger, Hoekstra, McKeon, Castle, Johnson, Ehlers, Isakson, Goodlatte, Platts, Tiberi, Osborne, Wilson, Kildee, Roemer, Woolsey, McCarthy, Tierney, Kind, Wu, Solis, and Davis.

Staff present: Blake Hegeman, Legislative Assistant; Sally Lovejoy, Director of Education and Human Resources Policy; Patrick Lyden, Professional Staff Member; Paula Nowakowski, Staff Director; Deborah L. Samantar, Committee Clerk/Intern Coordinator; Dave Schnittger, Communications Director; Kevin Smith, Senior Communications Counselor; Jo-Marie St. Martin, General Counsel; Heather Valentine, Press Secretary; Liz Wheel, Legislative Assistant; Alexa Callin, Communications Staff Assistant; Mark Zuckerman, Minority General Counsel; Denise Forte, Minority Legislative Associate/Education; Maggie McDow, Minority Legislative Associate/Education; Alex Nock, Minority Legislative Associate/Education; Joe Novotny, Minority Staff Assistant/Education; and Dan Rawlins, Minority Staff Assistant/Labor.

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OPENING STATEMENT OF CHAIRMAN JOHN A. BOEHNER, COMMITTEE ON EDUCATION AND THE WORKFORCE, U.S. HOUSE OF REPRESENTATIVES, WASHINGTON, D.C.

Chairman Boehner. The Committee on Education and the Workforce will come to order. We are meeting today to hear testimony on building character education through the First Tee program. Under Committee Rule 12(b), opening statements are limited to the Chairman and the Ranking Member. If other members have written statements, they may be included in the record. With that, I would ask unanimous consent for the hearing record to remain open for 14 days to allow member statements and other extraneous material referenced during the hearing today to be submitted for the official record. Without objection, so ordered.

Good morning, or good afternoon. Let me welcome all of you, especially my colleague, Mr. Kind, my colleagues on the committee, and especially all of our guests today. Thank you very much for being here.

We are here today to recognize the efforts of The First Tee, a youth character-building organization with programs located throughout the country. This organization provides young people of all backgrounds with an opportunity to develop values and character traits that will positively impact their lives and their experiences in school through both the game of golf and character education.

The First Tee programs are community-based and are implemented through a partnership of parents, civic and corporate leaders, state and local governments, youth-serving agencies, schools, and, certainly, the golf community.

Last week, President and Mrs. Bush hosted a conference at the White House on the importance of character education to our nation's youth. President Bush cited the importance of character education in instilling common values in our young people. He said, ``Teaching character and citizenship to all of our children is a high calling.'' He went on to say Americans believed in character education because ``we want more for our children than apathy or cynicism.'' The President continued by saying, ``We've got higher aspirations for every child in America. We want them to understand the difference between right and wrong.''

No activity better parallels life, and teaches you the character you need to be successful in life, than the game of golf. On the golf course, you learn responsibility, honesty, patience, self-control, integrity, respect, confidence, and sportsmanship. And, as in life, to be successful at golf, you have to realize that you're always going to make mistakes. Overcoming both your own errors and the bad bounces are just as much a part of the game's challenge as trying to hit perfect shots.

You learn that a three-foot putt is just as important as a 300-yard drive, and that you must put the last shot behind you in order to execute the next. You also learn about yourself, and where

your shortcomings lie, the things you need to work on at life's practice range.

First Tee is working to make the game of golf more affordable and accessible to young people throughout the nation by opening up golf courses and providing instruction for free and reduced rates to children of all socioeconomic backgrounds. By the year 2005, The First Tee will serve more than 500,000 children in 250 programs throughout the United States. In my own state of Ohio, there are currently four First Tee facilities that serve more than 1,500 children. I am pleased to bring attention to The First Tee today, and I am grateful for the work that it is doing in our nation's communities.

I especially want to thank the witnesses for being here. Jack Nicklaus, from my own state of Ohio, has devoted much of his life to promoting golf and the values that we can learn from the game. He, of course, also played the game pretty well, having won more majors than anyone in history. Mr. Nicklaus, it is an honor to have you with us today.

I would also like to highlight the student who is here today, Amber Davis. She has been involved with The First Tee of Atlanta since April of 2000, and credits the First Tee program with helping her develop strong leadership skills. We look forward to hearing from you, Amber. Welcome.

I would also like to thank Joe Louis Barrow, Jr., the Executive Director of First Tee; Duane Dedelow, the Mayor of Hammond, Indiana, which has a First Tee program; Robert Krause, the Vice President for Institutional Advancement at Kansas State University, who helped to build and develop The First Tee program. And I would like to thank all of our other witnesses for their willingness to be here.

Let me also recognize PGA Tour Commissioner Tim Finchem, who is here with us and worked closely with us to put this hearing together; and Steve Outlaw, a First Tee participant from Hammond, Indiana, for their contributions to the program. Thank you, once again, for being here.

I would now like to yield to my colleague and friend from Wisconsin, Ron Kind.

WRITTEN OPENING STATEMENT OF CHAIRMAN JOHN A. BOEHNER, COMMITTEE ON EDUCATION AND THE WORKFORCE, U.S. HOUSE OF REPRESENTATIVES, WASHINGTON, D.C. – SEE APPENDIX A

Mr. Kind. Thank you, Mr. Chairman. I would just ask unanimous consent to have my full statement in the record.

Chairman Boehner. Without objection.

OPENING STATEMENT OF REPRESENTATIVE RON KIND, COMMITTEE ON EDUCATION AND THE WORKFORCE, U.S. HOUSE OF REPRESENTATIVES, WASHINGTON, D.C.

Mr. Kind. I want to thank the Chairman for holding this very special hearing on an important aspect of education policy, and that is character education. You know, we worked hard on reauthorizing the Elementary and Secondary Education Act, and under Title V we were able to come up with a nice program with, hopefully, a decent funding stream for character education. And today we are going to hear from witnesses about The First Tee program specifically.

I want to thank all the witnesses for your attendance today, your testimony. I want to especially thank a teacher who I have known for some time in my home of La Crosse, Wisconsin, Karen Schoenfeld, and the wonderful work that she has been doing there in implementing a character education policy in the La Crosse School District.

I would also like to especially thank Ms. Anne Flannery, too, for your availability for today's testimony, as well as the world's greatest golfer, Jack Nicklaus. Present company excluded, of course, Mr. Chairman.

[Laughter.]

Mr. Kind. I have to be careful what I say.

We are here today to discuss the significant benefits fo character education and the role it plays in many adolescents' lives. Specifically, we are here today to hear about the tremendous success of The First Tee program, a program that helps keep our children out of the rough and on the fairway towards a successful future.

I like to play a little bit of golf during my spare time, and I am just now introducing my two little boys, who are just four and six, to the game of golf. Not only is it a lot of fun to do, but it enables me to be able to spend some quality time with my two boys in sharing a passion for a sport that is a lot of fun and teaches, I think, a lot of character in a lot of ways.

And I am pleased that through The First Tee program, many children will have the same opportunity to participate in golf and reap the benefits that few children are fortunate to receive. The National Golf Foundation revealed that only 2 percent of children aged 12 to 17 ever try the game of golf, and that only 5 percent of this nation's golfers are minorities. Studies show that the major barrier to attracting more children, and especially economically disadvantaged children, to the game was the lack of places that welcome them - places they could physically get to, and places that they could afford. The First Tee was created to address these access and affordability issues.

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Strong character development is essential to our children's growth, and I strongly support programs that work towards this goal. Beyond the game of golf, however, incorporating character education into the school day is important for many children who may not learn basic life skill elsewhere. The school district in my hometown of La Crosse, Wisconsin, exemplifies a model that could be replicated throughout the nation. It is unique in that the school board and community members developed core values of character education, and included them as part of the school district's vision statement.

Now, these values of character education are worked through an entire school system of three high schools, three middle schools, 11 elementary schools, and four charter schools, at one of which Karen Schoenfeld teaches. One exceptional school is La Crossroads High School, a charter school for at-risk adolescents where Karen is at. She teaches character education at this high school, and has been working with at-risk adolescents since 1989 as a school counselor, and now as a charter school teacher.

I commend the work that she has done in the field of education and the important emphasis she has placed on including character education in the schools' curriculum. She truly has made a difference in her students' lives, and I thank her for being here today to tell her personal story. In fact, part of the teaching program she is involved with has a service-learning project component to it, and we have actually teamed up with Ms. Schoenfeld and her students in regards to a veterans' history project, where these high school students are going out and videotaping the oral histories of our veterans, which are then included in a national archive at the Library of Congress for future generations' historical use.

As you will hear, Karen has a real passion for teaching and is certainly an incredible individual. All of our nation's youth need teachers like Ms. Schoenfeld in their lives to help guide them down the road to success and opportunity. And although she probably won't admit it - but I will today - having a good character curriculum is important to these kids, but also having a quality teacher in their lives, that cares and loves them desperately as she does, is probably even more important.

Again, I want to thank the Chairman for holding this important hearing. I thank the witnesses, and look forward to today's testimony. Thank you.

WRITTEN OPENING STATEMENT OF REPRESENTATIVE RON KIND, COMMITTEE ON EDUCATION AND THE WORKFORCE, U.S. HOUSE OF REPRESENTATIVES, WASHINGTON, D.C. – SEE APPENDIX B

Chairman Boehner. As you may have heard, we expect that we will have three votes, beginning at approximately 4:30 p.m. So we are going to try to move this along. I am going to do a quick introduction of our witnesses.

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We have already talked a little bit about Mr. Nicklaus, he is but clearly the golfer of the century, as noted by every golf publication there is. He is someone who we all know and respect.

We have already talked about Ms. Davis. She is from Atlanta and a First Tee participant. She has won several junior golf championships, including the Gabrielsen Cup, the Intermediate Nine-Hole Classic, and the Atlanta Junior Golf Association's 12-and-under championship. We want to welcome you.

Joe Louis Barrow is the Executive Director of First Tee, a division of the World Golf Foundation. Prior to assuming his current position, he served as President and Chief Operating Officer of IZZO Systems. He currently serves as a board member of the National Golf Foundation and the American Junior Golf Association.

The Honorable Duane - and I think I botched your name. Listen, when your name looks like Boner, I can appreciate the problem - Dedelow is the Mayor of Hammond, Indiana, a site of a First Tee program, and has been involved in programs that benefit the youth in his city.

Karen has been introduced by Mr. Kind. Ms. Anne Flannery is the Executive Director of P.E.4LIFE, an organization that promotes quality daily physical education programs to develop active, healthy lifestyles for America's youth. Previously, she served as Vice President for a women's sports Internet start-up that focused on serving the needs of female athletes and women's sports enthusiasts.

We have Mr. Robert Krause, who has served as the Vice President for Institutional Advancement at Kansas State University in Manhattan, Kansas, since 1986. Prior to assuming his current position, he was Director of Student Affairs at Minnesota University. And he has played a key role in the planning and the development of First Tee.

We will have lights in front of you. If it is green, you have got four minutes of green and one minute of amber. Red means you should begin to wrap it up. We are not going to cut your head off; we want to hear from you.

With that, Mr. Nicklaus, you can begin. And you can push the little button on the bottom of your microphone.

STATEMENT OF JACK NICKLAUS, PROFESSIONAL GOLFER, NORTH PALM BEACH, FLORIDA

Mr. Nicklaus. How about that? Okay, Mr. Chairman and members of the committee, I would first like to thank you for allowing me to be here today to speak on behalf of First Tee.

I started playing the game of golf when I was ten years old. My father introduced me to all sports, and I played them all. But I ended up with the game of golf because it gave me an opportunity to do something by myself and be as good as I wanted to be. I could invest the time and the effort I wanted to spend. Nobody put a restriction on me. That was important to me.

I also learned at an early age about the discipline the game requires, the sportsmanship expected of players, and the manner you should conduct yourself on and off the golf course. I learned those and other important values, because I was fortunate enough to have strong role models. I was fortunate enough to have a great father and fortunate enough also to have a long-time teacher who cared about me, a fellow named Jack Grout.

I also had role models to look to as I grew up, with the Byron Nelsons, the Sam Sneads, and the Ben Hogans. And of course, Bobby Jones won the U.S. Open at my course, Scioto, where I grew up. So obviously, I always knew where Jones hit every shot.

Both my father and Mr. Grout taught me that what I actually accomplished with my golf game was not nearly as important as the respect that I showed others, and how I conducted myself and my life. That is something I have always tried to do.

I remember when I was eleven, I was out playing with my dad and we were on the 15th hole at Scioto in Columbus. I had an eight-iron to the green, and I hit the eight-iron and hit it in the bunker. My club followed that a hundred yards, almost to the bunker. And my father walked over to me and grabbed me on the shoulder and said, ``Let's go get the golf club. We're heading in."

``What do you mean, Dad?" I said. And he said, ``Son, if you're going to act and play that way, we're not going to play this game. I don't ever want to see you throw a club again." I don't think I ever have. It was a pretty good lesson for me. But I had somebody who cared enough about me to do that.

Golf is not a game that you win a great deal of the time. You have to learn to win gracefully and lose graciously. And you make sure as my father taught me, he said, "Always shake your opponent's hand and have a smile on your face. You can go and kick the locker later, but you better have a smile when you are doing it."

I think that is important, because it tells you that you have to be out there and do it the right way. I wasn't perfect; I was like any other kid. You know, I drank an occasional beer and I smoked when I was a kid, like a lot of kids growing up in those days. But I remember, I won the U.S. Open in 1962, and I smoked on the golf course during my first year as a professional.

I remember, December 8, 1962, I got the film of the U.S. Open. In that film on the 12th hole, playing Arnold Palmer in a playoff, I had this putt. I hit the putt, reached down, picked up a cigarette, had the cigarette hanging out of my mouth, walked up and tapped the putt in. I looked at that, and I thought that was the worst example for a role model that I could ever imagine. And I have never, ever had another cigarette on the golf course, to this day.

Obviously, not too many kids get the opportunity to see that. They will see that film and they will see that, and I didn't like it. So I just don't think it is a good thing.

But, you know, in golf, we didn't have the many negative influences that I think children encounter every day today in their lives. Most kids didn't have a dad who cared, or a Jack Grout who cared to spend time with you. I think that is one of the things that First Tee can bring into this. Today, as I turn on television and watch other sports, many of the role models or so-called role models, I see are not individuals I want my children or your children to emulate as they grow up. And I don't think that is good.

In the game of golf, we don't really have that. You look on television, you see the kids on the golf course today. I don't care what background they have been from, they have been brought up to be able to respect the others. That is the way the game of golf is played.

While we are doing this, we have the opportunity to introduce them to what I call the greatest game of all. My wife Barbara and I try to instill the same positive values in our children and our grandchildren. I have always believed that if you can find a way to share these values with more children, we would be better off in society.

About 30 years ago, I was asked to be honorary chairman of the PGA Junior Golf Foundation. There are many ways that the PGA of America has influenced the lives of kids. I have been very proud of that position, because I have been there to be able to help where I could.

But most of that happened at existing facilities where existing pros work. And Barb and I started an endowment fund called the Jack and Barbara Nicklaus Junior Golf endowmend fund. We have been putting money into that, and that has been going to different small grants to different places. We were talking earlier to some of the members here about having used the Police Athletic League and other things.

When First Tee came along, all of a sudden we found a real meaningful place that we felt like our dollars could go to help a lot of kids. That is what we thought was important. The involvement will impact thousands of kids in a positive way in our society.

You look at television and you see the role models we have of Tiger and Mickelson, Singh, or even my son Gary, who has not had a great deal of success on the tour. I have so many people come up to me and say, hey, your son is my favorite player. I love going out and watching him. Sure, they watched me, and they want to watch my son. And that is important, that that kid really becomes that role model.

Through the game of golf and First Tee, we can influence these children in the right direction. I don't really care whether they play golf or not. Golf is a game for a lifetime. But ultimately, I think they will come back to it. But what we can do for them is work with them and try to help them be better citizens. That is what the whole thing is all about.

First Tee is not only teaching a game that can last a lifetime, it is teaching lessons of life. You know, through the private sector, we have raised money. But ladies and gentlemen, we need

your help. Obviously, we can't do it alone. So I am here today to say thank you for the opportunity to be with you and talk about First Tee. I hope you can help us provide an impact on many more children, through golf and First Tee.

Thank you very much.

WRITTEN STATEMENT OF JACK NICKLAUS, PROFESSIONAL GOLFER, NORTH PALM BEACH, FLORIDA – SEE APPENDIX C

Chairman Boehner. Thank you, Mr. Nicklaus, for your testimony.

Ms. Davis, you may begin. Relax, we are pretty easy to get along with here.

STATEMENT OF AMBER DAVIS, FIRST TEE PARTICIPANT, EAST POINT, GEORGIA

Ms. Davis. All right. My name is Amber Davis. I am a 15-year-old junior golfer, and I attend Woodward Academy, where I am an upcoming sophomore.

I began playing golf in 1997 through Hook-A-Kid on Golf, an after-school program at my elementary school. Just two years after taking up the game, I won the A.J.G.A. 12-and-under Nine-Hole Intermediate Classic, became a member of the A.J.G.A. ``All Team,'' and received the Larry Nelson Sportsmanship Award.

The next year, I became a charter member of The First Tee Atlanta Chapter. When I first started attending the classes at The First Tee in Atlanta, I had no idea of the opportunities that would come to me just from participating in the program. Three months after joining the program, I was able, and honored, to attend The First Tee National Academy. Attending the Academy was a special event for me. While I was there, I had the opportunity to work on different parts of my game, but most importantly I was introduced to The First Tee Life Skills program.

I have always known that golf is different from other sports, mainly because it emphasizes certain values that just aren't too easy to see in other sports. For example, I believe that in golf and in life, understanding respect is crucial to success. First and foremost, I feel that you must respect yourself and your abilities. When you are comfortable with who you are and have confidence in your capabilities, it is easy to respect others. If you respect others, and treat people the way you want to be treated, you will more than likely earn their respect.

I think golf is a game that demands and commands respect: respect for the game itself, respect for those you play the game with, and respect for your abilities to play the game.

Golf has been called a gentleman's sport, a sport that I am proud to say females have mastered quite successfully. I think it is called a gentleman's sport because when you play the game, you should display qualities such as honesty and integrity.

If you want to be good at golf, you must be dedicated and disciplined. Participating in The First Tee program has definitely helped me to appreciate the value of respect. But most importantly, it has taught me how to be a great leader. I have seen different people who are called leaders, but I never knew what that meant until I went through the Life Skills program at The First Tee.

I learned that being a leader means setting a good example for others, making decisions using honesty and integrity, and most of all respecting others. I have learned that good leaders are dedicated and disciplined. These are especially good values for students like me to learn to use in school. You must be dedicated to doing a good job, disciplined enough to balance extracurricular activities, not give in to peer pressure, balance your social life, and to respect teachers and fellow classmates.

One of the highlights of my trip to the inaugural Life Skills Academy at Kansas State was when I received the Renee Powell award for leadership. Out of all the girls there, all of them who were good at golf, all of them who pretty much knew life skills, they chose me. I was so happy to know that the instructors thought I was a good leader.

When I won this award, I promised myself I would do everything possible to be a good leader in the future. This summer, I started mentoring 13 young girls at our First Tee program. Being a mentor gave me a great chance to practice the leadership skills I learned at the Academy and through the Life Skills program in Atlanta. The chance to be a leader to young children has been rewarding to me. I think that leading other children is something that they definitely need.

Since I have been a member of The First Tee, my game has most definitely improved. I have passed the highest level of certification in the program, and through my PGA teacher, Mr. William Lewis. I have won other awards, including the Gabrielsen Cup at The First Tee of Atlanta Chapter. This award was named after the Gabrielsens, who are responsible for creating The First Tee of Atlanta chapter at home.

I have helped lead my school to a regional championship and also a fourth-place finish in the state. But I am even more pleased when people tell my grandmother what a great person I am.

I am grateful for The First Tee. They have most definitely helped me create and develop all of these qualities.

Thank you.

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WRITTEN STATEMENT OF AMBER DAVIS, FIRST TEE PARTICIPANT, EAST POINT, GEORGIA – SEE APPENDIX D

Chairman Boehner. Thank you, Miss Davis. We appreciate your willingness to come. I know it wasn't easy for you.

Mr. Barrow, you may begin.

STATEMENT OF JOE LOUIS BARROW, JR., SENIOR VICE PRESIDENT AND EXECUTIVE DIRECTOR, THE FIRST TEE, ST. AUGUSTINE, FLORIDA

Mr. Barrow. Thank you very much, Mr. Chairman. Mr. Kind, and committee members. We are very delighted to be here to talk about The First Tee.

I guess I could say a lot about The First Tee, but I would simply say that individuals like Amber Davis demonstrate what we are really trying to do all across this country. We are excited to have her here, as well as her colleague, Steven Outlaw, from Hammond, Indiana.

The First Tee started, as you know, in 1997 as an idea to expand the game of golf and the values of the game of golf to kids throughout this entire country. It was an idea, a concept, and a dream; today, it is really a reality. We have some 87 facilities around the country offering The First Tee life experience, and last year we reached some 60,000 kids.

It is here because of the partnerships that we have created with the United States Golf Association, the PGA of America, the PGA Tour, the Ladies' Professional Golf Association, and Augusta National. Those organizations came together to provide us with the resources and the leadership to start down this road, this road to really change the opportunities that golf has to impact the lives of young people.

If you think about the mission of The First Tee, it quite simply is to impact the lives of young people by introducing them to the game of golf and its values. Impacting the lives of young people is something that we say each and every day, because that is what we live for. That is what we strive to do.

The public-private partnerships are ones that are particularly unique. In most of our cities, 98 percent of the ground that is used for The First Tee learning facilities - three-hole, six-hole, nine-hole shorter course learning facilities - are donated on a long-term use or lease agreement by cities, counties, and states.

Now, why would these cities, counties, and states be interested in providing ground for golf? Because I think they recognize, as has been said by Mr. Nicklaus and others, that the values of the game of golf are something very important to the youth of this country. The honesty, the integrity, and the respect all make a difference in their lives.

But at the end of the day, we think life skills are going to be the defining factor about The First Tee. It is not just about, as I affectionately say, grip, stance and posture. It is really about setting goals. When we talk to kids about setting goals in golf, and they say, well, we want to decrease our scores on average from 90 to 85 to 80, we ask them, how are you going to do it? What kind of time frame is important to you? Will you do it in a month? Probably not. Will you do it in six months? Maybe. A year? Perhaps. Are you going to have to focus on your driving or your putting to accomplish that?

The next day, when we ask them, how are you going to do in school and what are your goals relating to school? And they say, we want to move from a C to a B to an A average, all of a sudden they're saying, what time frame should I accomplish this objective? Do I have to focus on math, or social sciences, or English? It was readily apparent to us that life skills were going to be a defining factor of The First Tee, and allow us to make a difference in these lives, more than golf itself.

They learn how to trust their judgment and have confidence in themselves. They learn how to believe in what they think and not be challenged by others to go a different route than their conscience or their objectives say. When you think about The First Tee, those are the things that we would like you to think about; the impact that we are having on young people, how they think, how they view life, and how they approach life. At the end of the day, that is the experience that we are trying to create, and we have been very fortunate.

Our goals are to reach 500,000 young people by introducing them to The First Tee experience between now and the end of 2005. We can do so by continuing the public-private partnerships, and extending the Life Skills experience to many, many kids. We have actually had school systems come to us and say can we use your Life Skills curriculum, regardless of whether we get them on the golf course?

We are partnering with youth service agencies, Boys' Clubs, Girls' Clubs, and YMCAs. They have the kids and they know the challenges these kids face. But each and every one of these organizations want golf in the lives of these young people. We are able to partner with them in such a way that we can provide this opportunity for those agencies and Police Athletic Leagues as well.

When you think about The First Tee, you can think about whether we are having an impact. Of the 60,000 young people we talked to last year, we are pleased to say 22 percent of them were African American, versus all of golf that has four percent. Seventeen percent were Hispanic American, nine percent were Asian American, versus two percent in all of golf. And 36 percent of the young participants were women, versus 20 percent of all of golf.

We are very pleased with what we are doing, and I am going to leave you with three words when you think of The First Tee. One is we impact the lives of young people, and we are impacting the communities that have embraced The First Tee, because they believe in what we are doing. We are partnering the public-private partnerships, not only with individuals and organizations, but with many people who are embracing this concept because they believe so dearly as we develop, which is the third word in these golf learning facilities.

But we also think, Mr. Chairman, that we are participating in the full development of these young people. At the end of the day, the most important investment that we can make as a society is in the young people of our country, because the young people of our country represent 100 percent of our future. To the extent The First Tee can impact these young people with the values associated with the game of golf, and provide them with a skill set that they otherwise would not have, we will have served them well, their communities well, and this country well.

Thank you very much for the opportunity to provide you with this testimony.

WRITTEN STATEMENT OF JOE LOUIS BARROW, JR., SENIOR VICE PRESIDENT AND EXECUTIVE DIRECTOR, THE FIRST TEE, ST. AUGUSTINE, FLORIDA -- SEE APPENDIX E

Chairman Boehner. Mr. Barrow, thank you for your testimony.

Before I introduce the Mayor, let me welcome our former colleague and friend, the gentlelady from the State of Florida, Tillie Fowler. Welcome, glad you are here with us, Tillie.

Mayor Dedelow?

STATEMENT OF DUANE W. DEDELOW, JR., MAYOR, HAMMOND, INDIANA

Mr. Dedelow. Thank you. Good afternoon, Chairman Boehner and distinguished ladies and gentlemen of the committee. It is with great enthusiasm that I sit here before you and tell you about the wonderful program that we have begun in Hammond, Indiana, that provides our youth with a unique and important character building opportunity.

With The First Tee program, we have taken more than 100 acres of what had been an environmental eyesore for decades and turned it into an environmentally friendly green space. But more than that, we have provided our 85,000 residents with a place its youth can come, an affordable year-round recreation, and more importantly, a place to learn essential social skills and

to reinforce positive community values.

With me today is an exemplary young man, Steven Outlaw, who was introduced earlier. Steven? He has excelled from that program, and is a testimony to the good that can come about when a community comes together to provide character building programs for its youth. When we invest in our youth, we are investing in our future of our community, and indeed, in our country.

The program we have established in Hammond has brought together all levels of government as well as the local school, businesses, public transit, and park programs in a consolidated effort to make a difference for the youth in our community. What brought about all these partners together was a concern for our kids. Hammond is nestled in the far northwest corner of Indiana, bordering Lake Michigan and next to the Illinois state line and Chicago. As with many urban areas, it has seen too many instances of wasted youth.

That is the importance of First Tee. We know that it is essential to provide kids with recreational opportunities. But The First Tee program goes beyond that to teach kids how to help themselves survive in the real, adult world they are soon to enter, if they haven't already.

In two years, more than 3,000 Hammond kids have benefited from the recreational program alone. Another 500 Hammond youth have learned communication skills, self-management tools, and goal-setting techniques built around the recreation program. They have also learned important lessons in interpersonal skills, anger management, and realizing self-worth skills that we cannot emphasize enough for today's youth. These character building skills can be applied in school today as well as on the job. They are important building blocks for any of their endeavors in the future.

I cannot emphasize the importance of providing these positive opportunities for our youth enough. I ask you, the distinguished representatives, to listen further to how we in Hammond, Indiana, and elsewhere in our country, are taking an innovative and positive approach toward investing in our youth.

As I am sure you will agree, after hearing as you did from Amber Davis from Atlanta, and what I have said about Steven Outlaw from Hammond, Indiana, the results are something to be proud of. And more than that, I hope you can agree with me that the stakes are too high for all of us not to continue to support these types of programs for our kids and for their future.

Thank you.

WRITTEN STATEMENT OF DUANE W. DEDELOW, JR., MAYOR, HAMMOND, INDIANA – SEE APPENDIX F

Chairman Boehner. Thank you, Mr. Mayor.

Ms. Schoenfeld?

STATEMENT OF KAREN W. SCHOENFELD, LACROSSROADS HIGH SCHOOL, LA CROSSE, WISCONSIN

Ms. Schoenfeld. Thank you, good afternoon. As has been mentioned, my name is Karen Schoenfeld, and I am a coordinator of LaCrossroads High School, which is a charter school for at-risk adolescents of the school district of La Crosse, Wisconsin. Professionally, I am a school counselor and a charter school teacher. I have worked with at-risk adolescents since 1989. Do you notice the gray? I have a master's degree in school counseling and a master's degree in education.

Today, I will share with you how the school district of La Crosse has made character education a priority. I will highlight the inclusion of character education within one of the schools in our district.

The school district of La Crosse serves more than 7,500 youth. There are 21 schools within this district, and it is a composite of city and rural areas.

Several years ago, a committee made of diverse community and school members agreed upon a set of core values, which they believed vital to building character in young people. These values are honesty, respect, responsibility, compassion, self-discipline, perseverance, and giving. Committee members proposed that the school board would adopt these values as a policy. The Board of Education concurred, and instituted a core value policy. It was the hope of the school board that, number one, staff would exemplify and thus role-model these values, while, number two, the schools would utilize these values to help our young people develop a keen sense of personal and civic responsibility.

Ongoing staff training helps us achieve the first goal of staff becoming role models of these core values. Staff have had numerous in-services relating to the values. Within recent years, our district has included training in Stephen Covey's ``Seven Habits of Highly Effective People." Our second goal, to reach students, is achieved by having each building develop policies and procedures aligned by these core values, while providing character education.

Let me now highlight the inclusion of character education within one of the schools in this district, LaCrossroads High School, which is where I work. As I've mentioned, LaCrossroads serves at-risk adolescents. Youth who come to us are at least one year behind in credits, and typically significantly behind in their academic skills. They are clearly at risk of failing to graduate from high school.

They present additional at-risk behaviors, which include one or more of the following: low self-esteem; poverty; family neglect or abuse; pregnancy; illegal chemical use; drugs and tobacco; truancy; delinquency; running away from home; disaffection with school and community; disengaged in the learning process; lack of extended family; lack of connection to their community; and lack of occupational skills and goals.

Is there a need here for character building? The answer is clearly yes. We face an extraordinary challenge with these at-risk youth. As much or more than any other student population, these young people have had little, if any, training or role modeling in character. In fact, they often display the very antithesis of the attributes promoted in character education.

So how do we do it? How do we take these diamonds in the extreme rough and turn out some good people, good parents, good workers, good neighbors, and people who give back instead of taking back? The key is character education.

LaCrossroads offer these elements, which teach youth character - one period per day devoted to character education: utilizing the teachable moments - teaching conflict resolution and problem solving right during a crisis; peer mediation - helping each other resolve conflict; student government; learning about democracy and how to lead; service learning projects; learning through volunteer work; mentor partnership with Rotary International; one-room schoolhouse environment; taking care of each other; bringing in community guests to make valuable linkages; and finally, holding youth accountable for their choices and rewarding behavior exemplifying good character while disciplining negative behavior.

And the result? Excellent. The majority of our youth not only leave with a high school diploma and academic skills, but they leave with much, much more. They leave knowing the need for, and the value of, honesty; that differences in others are good, and to be respected; the rewards attached to responsibility; a sense of compassion for others; the need for self-discipline; that perseverance is needed to reach your goals; and the beauty of giving to others.

One program at a time, one school at a time, the school district of La Crosse epitomizes how character education can be the underpinnings of an excellent educational system. We really are turning out young people who will not only be successful in their lives, but who will become welcome members of our community.

Thank you.

WRITTEN STATEMENT OF KAREN W. SCHOENFELD, LACROSSROADS HIGH SCHOOL, LA CROSSE, WISCONSIN – SEE APPENDIX G

Chairman Boehner. Thank you, Ms. Schoenfeld.

I now introduce Ms. Anne Flannery, Executive Director, P.E.4LIFE. Ms. Flannery.

STATEMENT OF ANNE FLANNERY, EXECUTIVE DIRECTOR, P.E.4LIFE, WASHINGTON, D.C.

Ms. Flannery. Thank you, Chairman Boehner, Ranking Member Miller, and members of the committee. As was said earlier, my name is Anne Flannery. I am the Executive Director of P.E.4LIFE, a non-profit organization dedicated to promoting quality daily physical education programs in our nation's schools.

Chairman Boehner. Ms. Flannery, could you bring your microphone a little closer?

Ms. Flannery. Or I could bring my gym voice.

[Laughter.]

Ms. Flannery. I am honored to be here on this distinguished panel, and to be given the opportunity to speak about the importance of school-based P.E. programs as an essential component of youth development. I should say that I am probably the one basketball player on this panel, so I kind of like shooting at trees, because it is kind of like a bank shot when I play golf. So I will just get that out on the table right now.

First, I would like to thank the committee for your support in passing the Carol M. White Physical Education for Progress Program, a competitive grants program administered by the Department of Education that provides funds to local school districts to initiate, expand, and improve K-12 physical education programs. The grants, which can be used to purchase equipment, including golf equipment, and train teachers in what is being called now the New P.E. or 21st Century P.E., are a great way to reach our 52 million children in grades K through 12.

I want to emphasize for everybody in the room here today, the New P.E. is very likely not to be the P.E. that you had when you were a child. We could probably go around this room and figure out that the athletes in this room. The 20 percent that are competitive athletes would raise their hand and say I loved P.E., and probably the 80 percent in the room would say I hated it. That was what we would call the Old P.E.

New P.E. is much more about an emphasis, just as Jack Nicklaus talked about, the things that he realized in his own life in training that were no longer suitable for him. The P.E. community has learned that as well. And putting kids where somebody gets picked first and somebody gets picked last, or standing around where there's one ball for 30 kids, are the types of methodologies that don't work today.

The New P.E. is much more about engaging all children. You are much more likely to see technology used with heart-rate monitors that identify a four-star athlete that may have a heart condition that was unknown to them, just as much as an overweight child who would have felt terrible about exercising and wouldn't have wanted to do it, because the old way would have said start here and let's do a mile, and you would see who finishes first and who finishes last. Then the

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kid feels poorly about themself.

Secondly, I would like to congratulate The First Tee program for their tremendous success. I am quite familiar with the program, having worked for six years at Spalding, and now, in working with the founder of P.E.4LIFE, Jim Baugh, who is the CEO of Wilson Sporting Goods.

P.E.4LIFE was formed just two short years ago by CEOs in the sports industry including Spalding, Wilson, Nike, Adidas, Reebok, Sports Authority, Garts, and Modell's. They have recognized that our nation's most efficient delivery system for teaching children how to lead physically active lives are school-based P.E. programs, which have been largely under siege for the past 15 years. A comprehensive school-based physical education program is one that includes not only classroom instruction, but also intramurals. What has happened to those or after-school activity clubs, including golf, and athletics?

I will say that I learned how to play golf in P.E. class. I am somewhat biased, because my mother was my P.E. instructor. It was wonderful in many respects, but it also had its moments. Try being 5'11" and trying to go on the uneven parallel bars right next to someone who is 4'10."

Physical education also enhances social development, improves self-esteem, and builds self-discipline. Yet, physical education has fallen to the bottom of the priority list, in part because of the failure of the public to understand the role and value P.E. plays in preserving physical and physiological health, and supporting academic progress.

We have seen a decline in the resources offered to P.E. programs over the years. However, at the same time, parents concur that the programs must be kept alive. Just last year, in a survey of the American Obesity Association regarding the problems that we are facing with our youth, 80 percent of parents did not want P.E. classes reduced for academic reasons.

Physical education programs are just that, educational. They provide valuable lessons for practical situations - the skinny kid versus the heavy kid. They break down social barriers. They teach kids about teamwork. Not every child is going to be on a competitive athletic team, but we want every child to have that opportunity. The analogy is not every child is going to participate on the newspaper club, or be in the drama club, but you certainly want every child to have English. The same is true for P.E.

The children in P.E. are going to learn about being on a team. They may not be the athletes, the competitive athletes, but they will be the referees, the parents in the stands, or the youth sports coaches. We need to keep that in mind. So, we need more P.E. First Tee; first, P.E.

Thank you for the opportunity, and my remarks I submit for your interest.

WRITTEN STATEMENT OF ANNE FLANNERY, EXECUTIVE DIRECTOR, P.E.4LIFE, WASHINGTON, D.C. – SEE APPENDIX H

Chairman Boehner. Ms. Flannery, thank you for your testimony.

Mr. Krause? And we are lucky that the bells haven't gone off yet, so we may get this in.

STATEMENT OF ROBERT S. KRAUSE, VICE PRESIDENT OF INSTITUTIONAL ADVANCEMENT, KANSAS STATE UNIVERSITY, MANHATTEN, KANSAS

Mr. Krause. Chairman Boehner and members of the committee, it is an honor to be here with you today. I thank you for an opportunity to share with you some thoughts about a program that is already having a positive impact on young people across our country. It is a program that I believe will continue to grow in its capacity to prepare youngsters to participate in our society, our colleges, our universities, our post-secondary education, and in our work force.

I would be remiss if I didn't thank you for all of your support and your congressional colleagues' support for building what I believe is one of the finest systems of higher education in the world. It serves our nation well, and it is a leader in the world.

As Joe just shared with you, in five short years - really a nanosecond in a period of history - a program emerged from scratch. That program is already changing the face of golf to look more like the face of America. This program already is having a positive impact on the lives of young people. Kids from every ethnic origin, urban/rural, north/south, coast to coast are learning skills to make decisions, a set of values by which to live, and access to a game they can play for life. Sixty thousand today, 500,000 tomorrow, millions in the future.

In 1994, our golf course foundation, along with our alum and PGA Senior Tour player Jim Colbert, got together with the PGA Tour and the Golf Course Superintendents of America to consider building a championship course at K-State that would have some integrated programs in education, research, and youth programs. I look back at that time in 1994 and The First Tee wasn't in existence at that point. I vividly remember our sitting around with the senior staff for the PGA Tour and Joe O'Brien at the GCSAA, who now is with The First Tee program and we all agreed on three things.

Number one, golf was a game that had an intrinsic set of values and skills in its play, in its rules, and in its history. Number two, both golf and higher education have great room for improvement in our attempts to include youngsters from lower economic backgrounds, and from ethnic and cultural backgrounds which differ from the Caucasian majority. And number three, one-shot programs that introduce youngsters who previously had not had the access to golf, or who previously had not dreamed about going on and attaining a higher education, simply do not work.

The one-shot programs don't work.

As The First Tee program began to develop, it became evident that this systematic structuring of teaching athletic skills in a sport with great role models, around a set of nine core values, was a unique opportunity for higher education. Young people who have an opportunity to develop behaviors that are based on values such as honesty, trust, integrity, sportsmanship, courtesy, will be more successful in college and in the work force than those people who do not have those values. Young people who have the opportunity to learn life skills such as goal-setting, crafting strategies to achieve goals, conflict resolution, and management of the full array of emotions will also be more successful in college and the work place than those who do not have those skills.

Moreover, learning these skills outside of the formal classroom setting, in the peer groups, raises the probability that these lessons will be learned for life. Very similar, Jack, your sharing that story about your father and the club. That is a lesson for life. It didn't happen in the classroom.

Higher education has long recognized that the peer group is a tremendously potent learning influence. And a lot of times it goes on whether we want it to or not. It is there and it is part of life. I think we all step back and see how we have learned, we can remember groups that we belonged to and what we learned from them - some good things, some bad things. But that peer group is terribly important and influencing.

Simply put, in higher education, we can teach the structure and logic of ethical decision making in the class. But more often than not, learning to make ethical decisions takes place in that peer group, among youngsters, getting together, having to deal in life day to day.

The opportunity to make that connection between the First Tee and extending educational and career opportunities really presented itself in the National First Tee Academy at K-State, and Colbert Hills Golf Course was developed to make this connection. Each summer, two participants from each chapter are selected to attend a weeklong academy, based on the chapter recommendations and the individual students' commitment to go back and be mentors back at their local First Tee. The academy offers life skills, leadership development, and a chance to live on a college campus and interact with college students who are leaders in their group. They have golf clinics, career exploration seminars, and a chance to meet peers from around the country.

We begin our third Academy in about three weeks. I anticipate it will be as successful as our first two. You have heard the best evidence. I could share all sorts of evaluative material with you; it is in my testimony. The best evidence is Amber and Steven.

Making the connection between The First Tee and higher education by giving the academy, the youngsters an experience to come on a college campus, was an important beginning. This year, The First Tee will develop a second national academy at another college or university, and plans for 2005 and beyond are to add a third national academy and to expand the number of sessions offered each summer so we can accommodate larger numbers of students.

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Equally important is the establishment of The First Tee Scholars program, which will provide full tuition and fee scholarships to students based on student achievement and successful completion of The First Tee experience. This program was initiated by Bill Crouch, President of Georgetown College in Kentucky, and will be implemented this year. Thus far, 13 institutions have committed to approximately $1.3 million of scholarships to be awarded to First Tee students graduating from high school.

Put simply, The First Tee focuses on 8 to 18. We can't drop youngsters at age 18. We have an obligation to take the introduction of dream and put them in a position where they can achieve it.

During the past 35 years, I have had the pleasure of working with numerous programs including youth programs, leadership, and student government in a variety of settings in higher ed. I can honestly say that in 35 years, I have never worked with a program as good as this program. I think it is one of the best, if not the best.

It has a well-defined mission. It expects a long-term commitment from its local chapters. It has the necessary professional support staff for its members. It forms strategic alliances with existing youth and community organizations, and it has clear-cut strategies. Moreover, it is systematic and it brings youngsters along in a developmental program.

Most importantly, though, it allows you to work with a kid, one kid at a time. I think, Karen, you mentioned one school, one program. It comes down to simply one youth, one youngster at a time.

I began by thanking you for the great support you provided for higher education in America. I end my comments in recognition that The First Tee changes the face of golf and impacts the lives of youngsters by exposing them to the great game and its values. The First Tee will also be a major player in changing the face of higher education. It will do so by giving future students values and skills which give them a competitive edge in college and the work force.

Ramon Alexander was a student in our first Academy. If he were here today, I know he would tell you with great passion and conviction what he told us in an interview on tape for our first Academy: ``You can come from the inner city. You can come from the richest neighborhood. It doesn't matter where you come from. If you are able to set goals, stay focused, and remain confident in yourself, you can achieve anything you want to achieve. This is what I take away from my experience in The First Tee."

This is what I believe America stands for, and this is what I believe the outcomes of education should be. We thank you for your support.

WRITTEN STATEMENT OF ROBERT S. KRAUSE, VICE PRESIDENT OF INSTITUTIONAL ADVANCEMENT, KANSAS STATE UNIVERSITY, MANHATTEN, KANSAS – SEE APPENDIX I

Chairman Boehner. Mr. Krause, thank you for your testimony. We were going to vote at 4:30 p.m. They still haven't called the votes. However, we do expect that they will be calling votes shortly, whatever that means.

Typically, for a hearing such as this, after the witnesses testify, each of the members would have five minutes to ask questions. What I expect, for the benefit of the committee members, is that once the bells go off, we will in fact adjourn the hearing. So we will try to cover as many members as we can.

I would like to call one of our freshman members on our side for the first set of questions. This is a rather unusual occurrence, that we would recognize a freshman first. But Tom Osborne from Nebraska spent a lot of years in character education and believes very strongly in it. During last year's consideration of H.R. 1, he was a leader on character education issues. And with that, I would like to yield five minutes to the gentleman from Nebraska.

Mr. Osborne. Thank you, Mr. Chairman, and thank you for hitting the front row. This is the first time I can ever remember that happening.

[Laughter.]

Mr. Osborne. As a freshman, I appreciate that.

What I would like to do is just ask you about the scope of the program. Are you involved in several states or all states? I know there is a plan to grow and expand, but where are you right now is my question?

Mr. Barrow. Thank you very much, Mr. Osborne. Currently, we have some 87 facilities that are open and operating, learning facilities, and another 60 or so developed. That is in 38 states in the United States. The vast majority of our facilities right now are east of the Mississippi, and we have an aggressive effort to move west of the Mississippi.

Our Life Skills program actually has three components: Par, Birdie, and Eagle. In each level, they learn grip, stance, and posture. In addition, they learn the etiquette and rules of golf, life skills of setting goals, and trusting judgment. As they move from Par to Birdie, they learn more grip, stance, and posture, more life skills, and more etiquette and rules. And we move through the Birdie to the Eagle in the championship levels.

We do expect to have some 250 of these golf learning facilities open and operating, or well into development, by the end of 2005. As has been stated, we think through that, as well as our associations with established 18-hole golf courses, which we expect to have some 500 to 600 relationships, we will be able to reach our target of 500,000 young people in this country.

I would also say that our efforts are not only urban, but we have First Tee facilities in urban, suburban, and rural areas of this country. So it is a broad reach throughout the country, and not just in the urban areas. We are very excited to have the diversity, not only geographically, but also in

ethnic backgrounds and in income levels as well.

Mr. Osborne. Okay. Well, thank you, that sounds like you have got a very aggressive program. I am somewhat interested in how you select the young people to work with. Do you interface with the schools, and do you have some criteria?

Mr. Barrow. Yes, we do, sir. We actually felt very early on that we would not cast a net in the neighborhoods, but that we would try and work with organizations that are already associated with youth. That is why all of our local chapters and facilities work with the Police Athletic Leagues, the YMCAs, the Boys' and Girls' Clubs, and local youth service agencies that are working with these kids on a daily basis.

Many of these agencies want golf into their equation, but have not previously had an opportunity because they didn't have the access to golf. By partnering with these youth service agencies, we are able to provide them with affordable opportunities for golf and consistent access. So, if you go to a First Tee location on Saturday morning, you won't see us adults. You will see kids playing. And we think it is very, very important that they can come, enjoy, understand, and experience the game of golf, and the values of the game of golf, on their timetable.

One of the challenges as I was growing up as a junior golfer was I couldn't play because the adults were always on the golf course. But to me, golf has a very special meaning, because not only are we seeing the kids, but we are also seeing their parents coming to The First Tees with them.

When I was in Hammond, Indiana, I looked out on the nine-hole golf course, and there were parents caddying for their kids. To be able to provide an opportunity for a parent to spend an hour and a half or so with their young kid on a golf course to talk about the values and what is important to them is pretty essential.

That was important to me, because, as a quick aside, my middle name is Louis. My father was Joe Louis, the former heavyweight champion. I didn't really know him, because my parents were divorced. But I spent the most quality time in my life with my father on the golf course. That is where he was particularly interested in me, and he told me the stories of his career, and we got to be very close. The opportunity to be able to share that with parents and kids, Mr. Osborne, is a tremendous opportunity that The First Tee is excited to be able to pursue.

Mr. Osborne. Thank you. I think, Mr. Chairman, in the interest of time, I will yield back.

Chairman Boehner. The chair recognizes the gentleman from Wisconsin, Mr. Kind.

Mr. Kind. Thank you, Mr. Chairman. I think in the interest of symmetry, I would like to yield whatever time she may consume to Ms. McCarthy from New York for any questions or comments that you may have at this time.

Mrs. McCarthy. Actually, we were asked not to ask questions, so we can move this along.

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I will go back to - I was lucky; I was a tomboy growing up. And I belonged to the old physical education department. But one of the things I know, sports - and certainly, I started taking up golf a few years ago - on how it does teach you character. But I think sports, and I think there is something that was left out with all of you saying this, kids with disabilities, learning disabilities, they reach out to sports, because usually they end up excelling, and that is because it gives them confidence that they can actually do something.

So to bring the two of them together, golf, certainly teaching them discipline is something that we should be doing. There are many of us here that have always believed that. There is a strong part of physical education with regular education. It is really, really important.

When you were describing those that were heavy or those that didn't fit in, they hated physical therapy - or physical - I am a nurse, so I keep saying ``physical therapy.'' They hated going down to gym, because everybody did make fun of them. And that is a shame, because it would have given them the opportunities to learn skills in many, many ways.

I know, being certainly involved in sports gave me what I had to get through life. And it really, really did, because you lose a lot of times - in golf, too, especially; holy crow - but you are there individually. And it is you and that little ball. And I think it is amazing; like I said, I took it up very, very late in life. But just try and hit it, when you hit it right, it is the sweetest thing in the world. But it is just you; it is not the same as - you are competing, but it is really you putting your skills out there. And I can see where it would work with young people and giving them what they need.

And Ms. Davis, you did great. I saw you take a real deep breath right after you finished testimony. And if you think this is hard, you should see some of us play golf; that is really hard.

[Laughter.]

Mrs. McCarthy. And obviously, you have taken that skill. So I applaud you.

We need more programs like this, we really do. There weren't too many years ago when we were cutting funds continuously on sports, after-school programs. And those are the things that every young person needs to make them a rounded person, to fit in to the adult world that they are going to come in, and to be our future leaders. And anyone that usually goes into sports, you see them later in life, they still continue, they are healthier, they have kept that up. Gosh knows, when I came down out here, with all the walking we do, I was physically fit, because it is a skill that is for a lifetime.

So I commend you all for your work, and look forward to working with you to make sure this program has a better opportunity to go throughout the whole country.

Thank you.

Mr. Kind. Thank you, Ms. McCarthy. I think I have a little more time left, Mr. Chairman. Let me just quickly recognize Benjamin Kraft, who is here as well. He is at the Alcorn State University

Foundation, and they are trying to remedy an access issue in southwestern Mississippi. During the pre-hearing conversation, he informed me that there were two counties in southwestern Mississippi that don't have any public golf courses at all, and so it is a huge access and affordability issue that they are trying to work on.

And I want to thank Steven Outlaw for coming, and for bringing your father along as well. We were talking a little bit before the hearing, too, about how much time you have been able to spend with your father, and how much traveling you have been able to do with him, too. And that is a large part of what I think First Tee is about; the involvement of family members, but good role models to help kids along their way.

And in that spirit, Mr. Nicklaus, I want to especially thank you for the type of integrity and professionalism that you have always demonstrated in the game of golf, and the role model that you have provided all of us, and our youth today, even. Thank you.

And Ms. Davis, you did a terrific job. And I think it is very apparent that your involvement in First Tee has not only resulted in good performance on the golf course, but what you have been able to do off the golf course as well. And that is one of the overarching goals of the program.

Thank you, Mr. Chairman.

Chairman Boehner. Thank you, Mr. Kind. Let me just thank all of our witnesses. The bells have finally gone off; you are all saved from any further questions.

Ms. Davis, you should probably be thankful, because I wanted to try to relate to what golf has done for your grades, but now you don't have to answer the question.

[Laughter.]

Chairman Boehner. I am sure it has done wonders.

But really, I want to thank all the witnesses for your excellent testimony. Mr. Nicklaus, we really do appreciate your willingness to come and share your experiences. Mr. Barrow, I am sure we are going to continue to work with you.

As we adjourn the hearing, I would like to ask all the witnesses, as soon as I bang the gavel, if you would all just come right up here in front, they want to do a photo, and then we are going to go vote.

With that, thank you. The hearing is adjourned.

[Whereupon, at 5:05 p.m., the committee was adjourned.]

APPENDIX A – WRITTEN OPENING STATEMENT OF CHAIRMAN JOHN A. BOEHNER, COMMITTEE ON EDUCATION AND THE WORKFORCE, U.S. HOUSE OF REPRESENTATIVES, WASHINGTON, D.C.

OPENING STATEMENT OF REP. JOHN BOEHNER (R-OH),
CHAIRMAN

COMMITTEE ON EDUCATION AND THE WORKFORCE

FIRST TEE/CHARACTER EDUCATION HEARING

TUESDAY, JUNE 25, 2002

2175 RAYBURN HOUSE OFFICE BUILDING

Good morning. I'd like to extend a warm welcome to everyone, to Mr. Miller, to my other colleagues, and most importantly to our special guests here today. Thank you very much for being here.

We're here today to recognize the efforts of The First Tee, a youth character building organization with programs located throughout the country that provide young people of all backgrounds an opportunity to develop, through both the game of golf and character education, values and character traits that will positively impact their lives and experiences in school.

The First Tee programs are community-based and are implemented through a partnership of parents, civic and corporate leaders, state and local governments, youth-serving agencies, schools, and the golfing community.

Last week, President and Mrs. Bush hosted a conference at the White House on the importance of character education to our nation's youth. President Bush cited the importance of character education and instilling common values in our youth. "Teaching character and citizenship to our children is a high calling," he said.

"Americans believe in character education because we want more for our children than apathy or cynicism," the President continued. "We've got higher aspirations for every child in America. We want them to understand the difference between right and wrong."

No activity better parallels life and teaches you the character you need to be successful in life than the game of golf. On the golf course, you learn responsibility, honesty, patience, self-control, integrity, respect, confidence, and sportsmanship. As in life, to be successful at golf you have to realize that you are always going to make mistakes. Overcoming both your own errors and bad bounces is just as much a part of the game's challenge as trying to hit perfect shots. You learn that a 3-foot putt is just as important as a 300-yard drive, and that you must put the last shot behind you in order to execute the next. You also learn about yourself and where your shortcomings lay, the things you need to work on at life's "practice range".

The First Tee is working to make the game of golf more affordable and accessible to young people throughout the nation by opening up golf courses and providing instruction for free and reduced rates to children of all socioeconomic backgrounds. By the year 2005, The First Tee will serve more than 500,000 children in 250 programs throughout the United States. In my state of Ohio, there are currently four First Tee facilities that serve more than 1,500 children. I am pleased to bring attention to The First Tee and am grateful for its work in our nation's communities.

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I want to especially thank the witnesses for being here. Jack Nicklaus, from my own home state of Ohio, has devoted much of his life to promoting golf and the values we can learn from the game. He of course also played the game pretty well, having won more major championships than anyone in history. Mr. Nicklaus, it's an honor to have you here.

I'd like to highlight the student who is here to testify, Amber Davis. She has been involved with The First Tee of Atlanta since April of 2000 and credits The First Tee program with helping her develop strong leadership skills. We look forward to hearing from you. Welcome Amber.

I'd also like to thank Joe Louis Barrow, Jr., the executive director of The First Tee, Duane W. Dedelow, Jr., the mayor of Hammond, Indiana, which has a First Tee program, and Robert Krause, the Vice President for Institutional Advancement at Kansas State University who has helped to build and develop The First Tee program. I would like to thank our other distinguished witnesses for being here as well.

I also want to recognize PGA Commissioner Tim Finchem and Steve Outlaw, a First Tee participant from Hammond, Indiana, for their contributions to The First Tee. They are in attendance today. Welcome.

With that, I yield to my friend and ranking member, Congressman George Miller for his opening statement.

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APPENDIX B – WRITTEN OPENING STATEMENT OF REPRESENTATIVE RON KIND, COMMITTEE ON EDUCATION AND THE WORKFORCE, U.S. HOUSE OF REPRESENTATIVES, WASHINGTON, D.C.

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Congress of the United States
House of Representatives
Washington, DC 20515

Opening Statement of Rep. Ron Kind on "The First Tee" program
Democrat on the Education and Workforce Committee
Tuesday, June 25, 2002

Good Afternoon, I would like to extend a warm welcome to everyone, to Mr. Boehner, the Committee chairman, to my other colleagues and to the witnesses before us today, especially Karen Schoenfeld, a teacher from the 3rd congressional district in Wisconsin that I represent. Thank you all for being here.

We are here today to discuss the significant benefits of character education and the role it plays in many adolescents' lives. Specifically, we are here today to hear about the tremendous success of "The First Tee program"; A program that helps keep our children out of the rough and on the fairway towards a successful future. I like to play golf, although I am not as good as I would like to be and my two sons Johnny and Matthew, ages 6, and 4, are learning to golf. They accompany me to the course to practice their swing; and it gives us all a chance to spend quality time together while having fun.

I am pleased that through "The First Tee" program many children will have the same opportunity to participate golf and reap the benefits that few children are fortunate to receive. The National Golf Foundation revealed that only two percent of children aged twelve to seventeen ever try golf and that only five percent of this nation's golfers are minorities. Studies show that the major barrier to attracting more children, and especially economically disadvantaged children, to the game was the lack of places that welcomed them, places they could physically get to, and places that they could afford. The First Tee was created to address these access and affordability issues.

The First Tee program provides young people of all backgrounds an opportunity to develop, through golf and character education, life-enhancing values beyond building physical skills. It encourages skills very important to a child's future success such as patience, discipline, dedication, and commitment.

Strong character development is essential to our children's growth and I strongly support programs that work towards this goal. That is why so many of us were pleased to include funding for character education under Title V of the ESEA reauthorization last year. Beyond the game of golf, incorporating character education into the school day is important for many children who may not learn basic life skills elsewhere. The school district in my hometown of La Crosse, WI exemplifies a model that should be replicated across the nation. It is unique in that the school board and community members developed "core values" of character education and included them as part of its school district's vision statement.

Now, these values of character education are worked through an entire school system of three high schools, three middle schools, eleven elementary schools, and four charter schools.

One exceptional school within the La Crosse school district is LaCrossroads High School, a charter school for at-risk adolescents. My good friend Karen Schoenfeld teaches character education at this high school and has been working with at-risk adolescents since 1989 as a school counselor and charter school teacher.

I commend the work she does in the field of education and the important emphasis she places on including character education in the school's curriculum. She has truly made a difference in her students' lives and I thank her for being here today to share her personal story as a character education teacher.

As you will all hear, Karen has a real passion for teaching and certainly is an incredible individual. All of our nation's youth need teachers like Ms. Schoenfeld in their lives to help guide them down the road to success and opportunity. Having a good character education curriculum is important to these kids, but having a great teacher, such as Karen, who loves and cares for them is even more important.

Again, thank you all for being here today. I look forward to hearing your testimonies.

APPENDIX C – WRITTEN STATEMENT OF JACK NICKLAUS, PROFESSIONAL GOLFER, NORTH PALM BEACH, FLORIDA

TESTIMONY PRESENTED TO THE
COMMITTEE ON EDUCATION AND THE WORKFORCE
U.S. HOUSE OF REPRESENTATIVES

The First Tee: Building Character Education - June 25, 2002
Jack Nicklaus – SENIOR PGA TOUR

My name is Jack Nicklaus and I am here today because I believe in the positive impact that The First Tee can have on developing the full potential young people who participate in the program.

Golf has been a part of my life since a very early age. The game itself has been good to me – it has been my profession, it has provided a good living, and it has opened up many related business opportunities that continue to this day and I hope will continue for many years to come. If one strips away the material rewards and the personal achievements and awards that playing the game well has brought to me, then one can see what golf has really done for my life, and that is to have helped establish and reinforce a value system that has made me a better person. That is the essence of The First Tee, using golf as a vehicle for making better people.

I was fortunate in that I came from a stable family environment with loving parents who were interested in what I did and who encouraged me in my pursuits. When it came to golf, I was also fortunate to have come under the tutelage of a stern but wise instructor, Jack Grout. Both my father and Jack Grout taught me how to play the game, and they both served as role models for how to live one's life. Early on, my father saw me throw a club. He told me if he ever saw me do that again, I wouldn't play anymore. He never saw me do it again. The most important thing Jack Grout taught me was it wasn't what you achieved in sports that mattered so much as what you achieved in sportsmanship.

The combination of learning and playing a game that has at its foundation fundamentally positive values – we keep our own score, we call our own fouls – and the influence of strong role models and mentors was an unbeatable recipe for success. My wife Barbara and I have tried to cook up that same recipe for our children, and we both believe the ultimate measure of success is having a happy and productive family. At least by our standards we have indeed achieved that measure of success.

For many years Barbara and I have been interested in helping other youngsters enjoy the benefits that we and our family have realized through the game of golf. Accordingly, we had established an endowment fund that we used to support various junior golf programs. Although we were happy to provide this financial support, we were never quite satisfied that we were having the impact on young lives that we wished we could, especially young people that otherwise would not have the opportunity to get involved with golf. When we heard about what The First Tee was doing – the youngsters it was targeting, the long term relationships it was forging, the emphasis on mentoring, and especially the Life Skills program, I knew that we had found the right vehicle to put our funds to their best use. When I was asked to become involved in The First Tee's fundraising efforts,

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Barbara and I immediately decided to dedicate the income from our endowment to the purposes of The First Tee.

Although children cry out for freedom and seemingly want to rebel, I truly believe that what they really seek is discipline and achievement. Golf is a game that requires discipline and has plenty of opportunities for achievement, whether that is clearing a hazard for the first time or sinking that side-hill down-hill putt. And that is what The First Tee Life Skills program does, it teaches the youngsters how to achieve; how to define goals, how to set goals, and how to take the necessary steps to achieve goals. For The First Tee, golf is the vehicle but it is not the destination. We are teaching the young boys and girls a game that can last a lifetime, but through our Life Skills program, we are teaching them lessons for life.

I am excited about The First Tee because it is giving us the chance to use a game that has meant so much to me to help mold good young citizens, whether or not they end up being good young golfers.

APPENDIX D -- WRITTEN STATEMENT OF AMBER DAVIS, FIRST TEE PARTICIPANT, EAST POINT, GEORGIA

My name is Amber Davis. I am 15 years old and I live in the Atlanta, Georgia area. This fall, I will be in my sophomore year at Woodward Academy in College Park, GA. It will be my second year as a starter on the Woodward Academy Girls' golf team too. I have also been a member of the Atlanta Junior Golf Association (A.J.G.A.) for three years.

I began playing golf in 1997 after attending an after-school program (Hook-A-Kid on Golf) sponsored at the elementary school I was attending. Through my participation in the game, I have been fortunate to have many successes and positive experiences. In 1999, two years after taking up the game, I won the Atlanta Junior Golf Association "12 and Under" Championship, The Intermediate Nine-Hole Classic, made the AJ.G.A. "All team," and received the Larry Nelson Sportsmanship Award.

The next year, I became a Charter member of the Atlanta Chapter of The First Tee. When I first started attending classes at The First Tee of Atlanta, I had no idea how many opportunities would come to me just from participating in this program. Three months after I joined the program, I was honored to be selected to attend the inaugural "The First Tee National Academy". Attending the Academy was a special event for me. While I was there, I had the opportunity to work on different parts of my game, but more importantly, I was introduced to The First Tee Life Skills program.

I have always known that golf is different from other sports in the sense that golf emphasizes certain values that just aren't so easy to see in other sports. These are values that have an impact on our lives everyday and not just when

we play golf. For example, I believe that in golf and in life, understanding respect is crucial to success. First and foremost, I feel you must respect yourself and your abilities. When you are comfortable with who you are, and have confidence in your abilities, it is easy for you to show respect for others. If you respect others and treat people the way you want to be treated, you will more than likely earn their respect. I think golf is a game that commands respect: respect for the game itself, respect for your ability to play the game, and respect for those who play the game with you.

Golf has been called a "gentleman's" sport, one I am proud to say that females have mastered quite successfully! It is called a gentleman's sport because when playing golf, you should display qualities such as integrity and honesty. If you want to be good at golf, you should be disciplined and dedicated.

Participating in The First Tee Life Skills Program has definitely helped me appreciate and learn the value of respect. But the one thing that the program has taught me that I am thankful for every day is how to be a leader. I've seen different people who are called leaders but I didn't really understand what it meant to be a leader until I went through The Life Skills Program. I learned that leadership means to set a good example for others, to always do your best and when making decisions, even hard ones, to always act with integrity, honesty and respect for others. I've learned that good leaders are dedicated and disciplined. These are especially good principles for students like me to learn and use in school. You must be dedicated to doing a good job in school; disciplined enough

to balance your classes, extracurricular activities and social life and not to give in to peer pressure; respectful to your teachers and fellow schoolmates.

One of the highlights of my trip to the inaugural Life Skills Academy at Kansas State was when I received the Renee Powell Award for Female Leadership. Out of all the girls who were there, who were all really good golfers and pretty good at the Life Skills too, I was picked. I was very happy that the instructors thought that I was a good leader. When I won that award I promised myself that I would do even more to be a good leader in the future.

This summer I started mentoring 13 of the younger girls in The First Tee program. Being a mentor gives me a great chance to practice some of the leadership skills I learned at the Academy and in my Life Skills classes in Atlanta. The chance to be a leader to the younger kids has been rewarding and very good for me. I think leaders should always try to help those who need it.

Since I've been in The First Tee program, my game has improved no doubt. I've passed the highest levels of certification that the program offers through the awesome instruction of my teacher PGA Professional Mr. Lewis. I've won other awards including the very first "Gabrielsen Cup" at The First Tee of Atlanta Chapter. This award was named after the Gabrielsens who were responsible for creating The First Tee of Atlanta Chapter. I've helped lead my school team to a fourth place finish in the state golf championships. I am very pleased with the compliments I receive on my game. But I am even more pleased when people tell me and my grandmother what a good person I am and

what a good leader I have become. I am grateful for The First Tee for helping me develop those qualities.

Amber Joy Davis
1756 Ware Avenue
East Point, GA 30344
(404)763-0200

My name is Amber Davis, I am a 15 year old junior golfer and attend Woodward Academy in College Park, where I am in the 10th grade with a 3.2 GPA. I began playing golf in 1997 through **Hook A Kid on Golf**, an after school program at Cleveland Avenue Elementary School. I have been a member of Atlanta Junior Golf Association (A.J.G.A.) for the past three years. In 1999 I won the A.J.G.A. championship for **(12 & Under) INTERMEDIATE 9-HOLE CLASSIC**, made the **1999 A.J.G.A. ALL-TEAM** and received the **1999 LARRY NELSON SPORTSMANSHIP AWARD**. In 2000 I became an Inaugural member of **THE FIRST TEE** (Atlanta Chapter).

GOLF EXPERIENCES
(clinics, lessons, tournaments, and accomplishments)

- Speaker at the I.M.G. Golf Expo for First Tee/Cleveland, Ohio Chapter to a group of high school youth.
- The 3rd Annual National First Tee Conference 2000-Youth Speaker-WGV, FL
- Member of The First Tee (Atlanta Chapter)
- The Inaugural First Tee National Academy 2000 @ KSU, Manhattan, KS
- Won the 1st "Bopsy" Gabrielsen Cup 2000,(Atlanta, GA)
- Camp Best Friends Jr. Golf Program, 2000 1st place winner, (Atlanta, GA)
- William "Bill" Dickey Invitational Junior Golf Championship, Disney (Orlando, FL)
- Brothers on the Green/Sisters on the Fairway, Doral (Miami, FL)
- Member of the National Minority Junior Golf Scholarship Association (NMJGSA)
- Member of Atlanta Junior Golf Association (A.J.G.A.)
- Participated in A.J.G.A. tournaments, 1998-2000 (Atlanta, GA)
- East Lake Invitational Annual Junior Classic, 1999 & 2000 (Atlanta, GA)
- Nicklaus/Flick Game Improvement, (Chateau Elan) Braselton, GA
- Sorrell School of Golf, Stockbridge, GA
- The Mayors Cup 2000 (Junior Amateur), Atlanta, GA
- PARS International Tournament 1999 and 2000, PGA National (Palm Beach Gardens, FL)
- East Lake Spring Break Invitational 1999, Atlanta, GA
- Walt Disney World July 4th Experience 1999, Orlando, FL
- Visited Leadbetter Golf School, Magnolia Palm, FL
- The Plantation Tour , Atlanta, GA
- United States Youth Games 1998/1999 (Houston, TX & Birmingham, AL)
- Georgia Games 1997 - 1999 (Golf)
- The Tiger Woods Clinic 1998, Atlanta, GA
- DeKalb Junior Classic 1997, Stone Mountain, GA
- Participated in the clinics given for Juniors at the PGA events that I attended.
- Volunteered: The Tour Championship, The Chick-fil-A Charity, The Bell South Classic (Standard Bearer) 1999 -2000 and assisted with Browns Mill Community Youth Golf Experience Day

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AMBER JOY DAVIS
1997 - 2002 Tournament Resume

Date	Event	Finish	Score
6/19-23/02	The William Bill Dickey Invitational	6th	166
5/23-25/02	Teens on the Green International Championship	13th	123
4/19/02	4-AAAA State	5th	78
4/13/02	4AAAA Region	1st	79
3/19-20/02	Taylor Made Adidas Classic A.J.G.A	19th	183
12/27-31/01	PARS Int'l. Jr. Championship (Palm Gardens, PGA)	10th	179
12/19-23/01	Doral Publix Jr. Classic	19th	253
11/24-25/01	George Holiday National Jr. Championship	9th	160
6/19-22/01	The William Bill Dickey Invitational	2nd	134
6/13/01	A.J.G.A The Oaks	1st	79
5/19-24/01	Teens on the Green Celebrity Classic(Doral)	4th	164
12/27-31/00	PARS Int'l. Jr. Championship (Palm Gardens, PGA)	4th	361
08/10-11/00	The "Bopsy" Gabrielsen Cup (The First Tee)	1st	84
07/10/00	The Mayor's Cup/Junior Amateur	1st	79
07/13/00	A.J.G.A. Reynolds Plantation	1st	85
07/17-18/00	East Lake Invitational Junior Classic	3rd	176
07/05/00	A.J.G.A. The Oaks GC	2nd	74
06/19/00	A.J.G.A. Flat Creek CC	4th	93
06/15-17/00	"Bill" Dickey Junior Invitational (Participated)		
06/05/00	A.J.G.A. Mystery Valley GC	3rd	92
05/25-28/00	Teens on The Green Celebrity Classic (Doral)	2nd	87
12/20-24/99	PARS Int'l. Jr. Championship (PGA National)	3rd	367
10/09-10/99	The Plantation Junior Tour	2nd	178
09/25/99	East Lake Junior Classic	4th	93
07/29-30/99	United States Youth Games (Birmingham)	2nd	171
07/26-27/99	A.J.G.A. Intermediate Championship Ansley	1st	101
07/20/99	A.J.G.A. Bridge Mill CC	1st	44
07/15/99	A.J.G.A. River Pine GC	5th	53
07/12/99	A.J.G.A. Druid Hills CC	3rd	50
07/04/99	Walt Disney World Junior Golf Experience	2nd	87
06/28/99	A.J.G.A. Dunwoody CC	1st	47
06/21/99	A.J.G.A. Brookfield CC	1st	52
06/10/99	A.J.G.A. Callaway Gardens	3rd	52
5/27-28/99	Georgia Games	1st	87

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Woodward Academy

COLLEGE PARK, GEORGIA

Be it known, that

Amber Davis

is Awarded this

Certificate Of Merit

in recognition of high achievement as

Most Valuable Golfer

As a freshman, Amber led her team in 6 of 9 statistical categories. She was first on the team in total points with 147, a new school record. Her 19 birdies, 1 eagle and 85 pars led all other teammates, as well as her stroke average (41), greens in regulation, and fairways hit. Amber played in 21 rounds this year including a season low 74 at Summergrove, a 79 in the Region Championship, and a 78 at the AAAA State Tournament. The 74 vs. Columbus High School was good enough for second best all-time, including a 1 under par 35 on the back nine (also second best for 9 holes). Amber's love for the game, and desire to always improve, elevated both herself and her teammates level of play. Although only a freshman, her poise, composure, and confidence were those of a veteran golfer. These traits enabled Amber to lead her team to a Region 4AAAA Championship, and 4th place AAAA State finish, as well as an individual Region Championship (79), and a 5th place overall finish (78) in the AAAA State Tournament. The future of Woodward Academy Girls golf is in good hands, as her best years are ahead of her.

Given under my hand and seal

PRESIDENT

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APPENDIX E – WRITTEN STATEMENT OF JOE LOUIS BARROW, JR., SENIOR VICE PRESIDENT AND EXECUTIVE DIRECTOR, THE FIRST TEE, ST. AUGUSTINE, FLORIDA

TESTIMONY PRESENTED TO THE
COMMITTEE ON EDUCATION AND THE WORKFORCE
U.S. HOUSE OF REPRESENTATIVES

The First Tee: Building Character Education - June 25, 2002
Joe Louis Barrow, Jr. – Executive Director of The First Tee

Chairman Boehner, Congressman Miller and Members of the committee, I want to thank you for inviting The First Tee to participate in this hearing. While we will talk this afternoon about the more than 70,000 young people who have participated in The First Tee during our first years of the program, I think this hearing is really about the 500,000 young people we strive to reach by 2005.

My purpose today is to share with you The First Tee story. The other members of the panel – who I would also like to thank – are here to indicate how that story plays out in real life, and how the program has impacted their lives or their communities.

Announced in November of 1997, The First Tee is a World Golf Foundation initiative created for the purpose of providing affordable access to golf to kids, who otherwise might not have exposure to the game and its positive values.

The First Tee is overseen and has the active support of a committee comprised of representatives of golf's major organizations: the United States Golf Association, the Professional Golf Association of America, The PGA TOUR, the Ladies Professional Golf Association, and Augusta National Golf Club. In addition, former President George Bush serves as our Honorary Chairman.

Research conducted by the National Golf Foundation revealed that only two percent of children ages 12 to 17 ever try golf and that only five percent of this nation's golfers are minorities. Studies further showed that the major barrier to attracting more children, and especially economically disadvantaged children, to the game was the lack of places that welcomed them, places they could physically get to, and places that they could afford.

When The First Tee was introduced, an initial goal was established of having 100 facilities in some form of development by the end of the year 2000. The First Tee announced that it had surpassed this goal on August 27, 2000 with 129 facilities in development spanning 38 states with one in Canada.

These facilities have been built through public/private partnerships in the inner city, urban, suburban and rural areas. The goal is to serve kids who have not previously had access or exposure to the game. The First Tee's mission and purpose reach far beyond the golf learning facilities. The primary focus of the program is the development of the young people who participate in The First Tee experience. The First Tee experience includes a strong life skills component that involves community service and mentoring

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opportunities. It is the emphasis on the Life Skills experience that differentiates The First Tee from many other successful junior golf programs.

Through the Life Skills experience, participants learn valuable lessons about the importance of maintaining a positive attitude; how to make decisions by thinking about the possible consequences; how to define and set goals; and how to transfer values such as responsibility, honesty, integrity, respect, confidence and sportsmanship learned through golf to everyday life.

These lessons for life are taught through a variety of golf related exercises designed with the goal of having fun. As their opportunities on the golf course expand, so do the opportunities for their futures. The lessons learned through the Life Skills experience are lessons that will remain with young people well into their future, regardless of whether they end up playing golf as a profession or just for fun. We continue to receive letters from parents expressing their gratitude for making a difference in the lives of their sons and daughters.

With the development of the Life Skills platform in years 2000 and 2001, the focus of The First Tee became the magnitude of impact The First Tee could have and the number of lives that could be touched. The goals were further defined by pledging to impact the lives of 500,000 youth, expand the number of The First Tee dedicated learning facilities to 250, and establish 500 affiliate relationships with existing golf courses by the end of 2005.

As The First Tee enters its fifth year, there are accomplishments to be recognized and supportive efforts to be acknowledged.

Significant progress was made in several areas in 2001, highlighted by the accomplishment of all three major objectives established for the first year of our Phase II business plan.

We set out to reach 30,000 young people, open 40 new learning facilities and establish 50 affiliate relationships. By year's end, we had 44 new learning facilities offering The First Tee experience, 106 affiliate relationships were established and we reached an astounding 60,000 young people through The First Tee golf learning facilities across the country.

Most gratifying is our ability to reach the young people in their early years. To date, based on a representative sample of The First Tee learning facilities, 17 percent of our participants are between the ages of 5 and 8, 61 percent are between the ages of 9 and 13 and 22 percent are between the ages of 14 and 18. Reaching young people and sharing the values of golf at these ages is significant.

We too are pleased to be reaching youngsters who have not previously been exposed to the game. Our sample shows 22 percent of our participants are African American versus 4 percent African American in all of golf, 13 percent are Hispanic American versus 4 percent in all of golf, 9 percent are Asian American versus 2 percent in all of golf, and 34

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percent of our participants are young girls versus 19 percent female participation in all of golf. We are pleased with our progress.

The First Tee began as a concept and today is a distinct reality. The energy that fuels this organization grows daily because of the public/private partnerships of individuals, corporations and organizations coming together in support of The First Tee's focus to impact the lives of young people. Through these partnerships, and the thousands of volunteers associated with The First Tee at the local level, we have expanded the reach of The First Tee Life Skills experience, and we are doing so at 87 learning facilities throughout the country.

In the end, the most important investment a society can make is in its young people who represent 100 percent of our future. The First Tee is committed to sharing Life Skills and the values of the game of golf with young people who otherwise may not have had access to the positive values associated with the game.

I would like to commend the committee for its strong support of character education and its important role in the development of our most precious resource: our children.

Thank you again for the opportunity to testify before you today, and I look forward to answering any questions you might have.

APPENDIX F – WRITTEN STATEMENT OF DUANE W. DEDELOW, JR., MAYOR, HAMMOND, INDIANA

TESTIMONY PRESENTED TO THE
COMMITTEE ON EDUCATION AND THE WORKFORCE
U.S. HOUSE OF REPRESENTATIVES

The First Tee: Building Character Education - June 25, 2002
Duane W. Dedelow, Jr. – Mayor, Hammond, Indiana

GOOD AFTERNOON, Chairman Boehner and Distinguished Ladies and Gentleman of the Committee:

It is with great pride that I sit here before you to tell you about the wonderful program we have begun in Hammond Indiana that provides our youth with a unique and important character-building opportunity.

With The First Tee program, we have taken more than 100 acres of what had been an environmental eyesore for decades and turned it into an environmentally friendly greenspace. But more than that, we have provided our 85,000 residents with a place its youth can come for affordable year-round recreation, and more importantly, a place to learn essential social skills and to reinforce positive community values.

With me today is an exemplary young man, Steven Outlaw, who has excelled from that program and who is a testimony to the good that can come about when a community comes together to provide character building programs for its youth. When we invest in our youth, we are investing in the future of our community and, indeed, our country.

The program we've established in Hammond has brought together all levels of government, plus the local school, businesses, public transit and park programs in a consolidated effort to make a difference for the youth in our community.

What brought all these partners together was a concern for our kids. Hammond is nestled in the far northwest corner of the state of Indiana, bordering Lake Michigan and the Illinois state line. As with many urban areas, it has seen too many instances of wasted youth.

That is the importance of The First Tee program. We know that providing kids recreational opportunities is essential, but The First Tee program goes beyond that to teach kids how to help themselves survive in the real, adult world they are soon to enter if they haven't already.

In two years, more than 3,000 Hammond kids have benefited from the recreational program alone. Another 500 Hammond youth have learned communication skills, self-management tools and goal setting techniques built around that recreation program. They've learned important lessons in interpersonal skills, anger management and realizing self-worth - skills we can not emphasize enough for our youth. These character building skills they can apply today in school and on the job and are an important building block for their future endeavors.

I cannot emphasize enough the importance of providing these positive opportunities for our youth. I ask you distinguished representatives to listen further to how we in Hammond, Indiana

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and elsewhere in our country are taking an innovative and positive approach towards investing in our youth.

As I'm sure you'll agree after hearing from Amber Davis from Atlanta and what I have said about Stephen Outlaw, the results are something to be proud of. And more than that, I hope you'll agree with me, the stakes are too high for all of us not to continue to support these types of programs for our kids, for our future.

Thank you.

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APPENDIX G – WRITTEN STATEMENT OF KAREN W. SCHOENFELD, LACROSSROADS HIGH SCHOOL, LA CROSSE, WISCONSIN

TESTIMONY PRESENTED TO THE U.S. HOUSE OF REPRESENTATIVES
COMMITTEE ON EDUCATION AND THE WORKFORCE
"THE FIRST TEE: BUILDING CHARACTER EDUCATION"

Presented by:
Karen W. Schoenfeld, MS
LaCrossroads High School
School District of LaCrosse
LaCrosse, WI

June 25, 2002

Good afternoon. My name is Karen Schoenfeld. I am a Coordinator of LaCrossroads High School, a charter school for at-risk adolescents, of the School District of LaCrosse, LaCrosse WI. Professionally, I am a School Counselor and a Charter School Teacher. I have worked with at-risk adolescents in public and private schools since 1989. I have a Master's Degree in School Counseling and a Master's Degree in Education.

Today I will share with you how the School District of LaCrosse has made character education a priority. I will then highlight the inclusion of character education within one of the schools in our District.

Character Education – Throughout An Entire District

The School District of LaCrosse serves more than 7,500 youth. There are 21 schools within this district. The School District is a composite of city and rural areas.

Several years ago a committee made up of diverse community and school members agreed upon a set of core values which they believed vital to building character in young people. These values are: Honesty, Respect, Responsibility, Compassion, Self-discipline, Perseverance, and Giving. Committee members proposed that the School Board would adopt these values as a policy. The Board of Education concurred and instituted a Core Value Policy. It was the hope of the School Board that (1) staff would exemplify and, thus, role model these values while (2) the schools would utilize these values to help our young people develop a keen sense of personal and civic responsibility.

On-going staff training helps us achieve the first goal of staff becoming role models of these core values. Staff have had numerous in-services relating to the values. Within recent years, our District has included training in Steven Covey's 7 Habits of Highly Effective People. Our second goal – to reach students – is achieved by having each building develop policies and procedures aligned by these core values while providing character education.

Character Education – Within One School

Let me now highlight the inclusion of character education within one of the schools in this district – LaCrossroads High School. As I've mentioned, LaCrossroads serves at-risk adolescents. Youth who come to us are at least one year behind in credits and, typically, significantly behind in their academic skills. They are clearly at risk of failing to graduate from high school. They present additional at-risk behaviors which include one or more of the following: low self-esteem, poverty, family neglect or abuse, pregnancy, illegal chemical use

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(drugs & tobacco), truancy, delinquency, running away from home, disaffection with school and community, disengaged in the learning process, lack of extended family, lack of connection to their community, and lack of occupational skills and goals. Is there a need here for character building? The answer is clearly "yes".

We face an extraordinary challenge with these at-risk youth. As much or more than any other student population, these young people have had little, if any, training or role modeling in character. In fact, they often display the very antithesis of the attributes promoted in character education.

So, how do we do it? How do we take these diamonds in the *extreme* rough and turn out some good people? Good parents, good workers, good neighbors, people who give back instead of taking back. The key – character education.

LaCrossroads offers these elements which teach youth character:

One period per day devoted to character education
Utilizing the teachable moments – teaching conflict resolution and problem solving during crises
Peer mediation – helping each other resolve conflict
Student government – learning about democracy and how to lead
Service Learning Projects – learning through volunteer work
Mentor partnership with Rotary International
One room schoolhouse environment - taking care of each other
Bringing in community guests to make valuable linkages
Holding youth accountable for their choices - rewarding behavior exemplifying good character while disciplining negative behavior

And the result? Excellent! The majority of our youth not only leave with a high school diploma and academic skills but they leave with much more. They leave knowing:

The need for and value of honesty
That differences in others is good and to be respected
The rewards attached to responsibility
A sense of compassion for others
The need for self-discipline
That perseverance is needed to reach your goals
The beauty of giving to others

Summary

One program at a time, one school at a time, the School District of LaCrosse epitomizes how character education can be the underpinnings of an excellent educational system. We really are turning out young people who will not only be successful in their lives but who will become welcome members of our community.

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School District of La Crosse Administrative Policies and Regulations

Core Values

The School District of La Crosse is concerned with the ethical and moral dimension of a young person's life. A goal is to assure that all students, on leaving school, will have developed a keen sense of personal and civic responsibility. To that end the District believes that all staff members should affirm for themselves, for our students, and for other staff members the following Core Values:

Honesty Each person carries out his or her responsibilities carefully and with integrity, never claiming credit for someone else's work and being willing to acknowledge wrongdoing. Students and staff share their ideas openly, in a climate of trust, with confidence that what is written and spoken honestly expressed and that all people are trustworthy.

Respect Each person responds sensitively to the ideas and needs of others without dismissing or degrading them. Differences among people are celebrated, and all members of the community are able to accept both praise and constructive suggestions from others. While affirming individual freedom, the rights of the group are also fully honored.

Responsibility Each person has a sense of duty to fulfill willingly the tasks he or she has accepted or has been assigned. All work is conscientiously performed. Members of the community feel comfortable asking for help and agree that they must be held accountable for their behavior.

Compassion Each person is considerate and caring. There is a recognition that everyone, from time to time, feels hurt, confused, angry, or sad. Instead of ignoring such conditions, people reach out to one another. In the case of conflict, members of the community seek reconciliation and try to understand each other, even forgive.

Self-discipline Each person agrees to live within limits, not only the ones mutually agreed upon, but, above all, those established personally. Self-discipline is exercised in relationships with others, especially in the way people speak to one another. Self-discipline also applies to the use of time. At the simplest level, self-control reflects habits of good living.

Perseverance Each person is diligent, with the inner strength and determination to pursue well-defined goals. It does matter that a task be completed once begun, and to persevere not only teaches discipline, but brings rewards as well. Each person pushes hard to complete assignments, and all members of the community willingly support others in their work.

Giving Each person discovers that one of life's greatest satisfactions comes from giving to others, and recognizes that talents should be shared, through service. Rather than waiting to be asked, members of the community look for opportunities to respond positively to the needs of others, without expectation of reward.

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APPENDIX H – WRITTEN STATEMENT OF ANNE FLANNERY, EXECUTIVE DIRECTOR, P.E.4LIFE, WASHINGTON, D.C.

TESTIMONY PRESENTED TO THE
COMMITTEE ON EDUCATION AND THE WORKFORCE
U.S. HOUSE OF REPRESENTATIVES

The First Tee: Building Character Education - June 25, 2002
Anne Flannery—P.E. 4 LIFE

Thank you Chairman Boehner, Ranking Member Miller and members of the Committee. My name is Anne Flannery and I am the Executive Director of P.E.4 Life, a non-profit organization dedicated to promoting quality, daily physical education programs in our Nation's schools

I am honored to be here on this distinguished panel and to be given the opportunity to talk about the importance of school based Physical Education programs as an essential component of youth development.

First, I would like to thank the Committee for your support in passing the Carol M. White Physical Education for Progress Program (PEP), a competitive grants program administered by the Department of Education that provides funds to local school districts to initiate, expand and improve K-12 physical education programs. The grants, which can be used to purchase equipment and train teachers in what is being called the New P.E. or 21st Century P.E. are a great way to reach our 52 million children in grades K-12.

Secondly, I would like to congratulate the First Tee program for their tremendous success. I am quite familiar with the program having worked for six years at Spalding and now in working with the founder of P.E.4LIFE, Jim Baugh the CEO of Wilson Sporting Goods.

P.E.4LIFE was formed just two short years ago, by CEO's from the sports industry who recognized that our nation's most efficient delivery system for teaching children how to lead physically active lives—school based physical education programs--has been largely under siege over the past fifteen years.

A comprehensive school-based physical education program is one that includes not only classroom instruction, but also intramurals, after-school activity clubs and athletics. Well-designed physical education programs can improve academic achievement, increase motivation, and create a positive attitude toward school.

Physical education also enhances social development, improves self-esteem, and builds self-discipline. Yet physical education has fallen to the bottom of the priority list, in part because of the failure of the public to understand the role of exercise in preserving physical and physiological health and supporting academic progress.

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I am here today to talk about the importance of creating opportunities for all of our young people in America. As a society we shoulder a tremendous responsibility to teach our children what they will need to enter into a global society as productive, caring citizens.

Everyone must feel some responsibility to provide the young people of today, and for generations to come, with what they will need to succeed in life. We all want our children to be smart, we want them to know about history, about science, about math, about our physical world and our universe. We also want them to learn skills so that after their formal education is complete, they can make a living. But we must also teach them what they cannot learn in books. Things such as character, how to set goals, be a member of a team, how to handle adversity, how to be good winners and losers, and how to give something back to their communities.

Young people today face many challenges. Keeping young people focused on productive activities helps keep them out of trouble. Much has been written about the frequency of socially risky behaviors occurring primarily during the hours between 3pm and 6pm on school days. And as we all know too well, recent years have seen unprecedented tragedy in our nation's schools. Yet we can't take for granted that our children today know how to play and organize themselves into teams or have been given the opportunity to try new games and activities like golf and tennis, or kayaking, archery, gymnastics, Kick the Can, fencing, all sports and activities that a child can be introduced to in P.E.

We have recently gained further insights into the minds and concerns of children through the research being done in conjunction with the CDC's Youth Media Campaign. It's concerning to hear that children today don't look forward to summer vacation the way we used to, and see it not as the opportunity to go explore all day on one's bike, or play games all day with our friends, but rather as a longer version of the boredom they express for their after school hours, when too many are not playing on athletic teams because they didn't make the select team when they were 6 or they don't have access to safe places to play, or worse yet that they don't feel they are athletically gifted enough to play.

We have seen a decline in the resources offered to physical education and extra-curricular programs over the years. However at the same time, parents, educators and governmental officials concur that the programs must be kept alive. Physical Education programs promote many of the skills lacking in the academic curriculum such as citizenship and sportsmanship. They can instill a sense of pride in community, teach teamwork, self-discipline, and facilitate the physical and emotional development of our nation's youth.

In addition, these activities support the academic mission of schools. They are not a diversion but rather an extension of a good educational program. Students who participate in physical education programs tend to have higher grade-point averages, better attendance records, lower dropout rates and fewer discipline problems than the general student body.

Physical Education programs are just that--EDUCATIONAL. They provide valuable lessons for practical situations, including teamwork, sportsmanship, winning and losing, fair play, and hard work. Participation in these programs is often a predictor of later success--in college, in career development, and in becoming a positive contributing member of society.

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As I mentioned, our goal at PE4life is to promote and expand quality, daily physical education programs to develop active, healthy lifestyles for America's youth.

Regard for the importance of physical education is not new. In fact, we can trace it back to the Greeks. To Plato, the physical sphere was an integral component of life. He considered gymnastics a "helper for philosophy" and an essential part of schooling; he said, "The youth must be trained in gymnastics. In this they must receive precise training from childhood throughout life."

Sometimes it is difficult to understand how we got here. In the United States, our most revered statesmen and Presidents have talked about it as well. Ben Franklin called for schools to have provisions for running, leaping, wrestling, and swimming. Thomas Jefferson, who many call "the first education President" said, "exercise and recreation.....are as necessary as reading". Teddy Roosevelt extolled athletics for its tendency to develop courage, which to Roosevelt was the "prime necessity" for being a good citizen. Dwight Eisenhower established the President's Council on Youth Fitness (now the President's Council on Physical Fitness and Sports) following a 1953 report on the poor state of fitness in American youth, and John F. Kennedy launched the President's Fitness test of the 1960's that saw students doing sit-ups and push-ups and mile laps in thousands of schools across the country.

Research confirms the importance of physical education for health, learning and social development. Interestingly, the most exciting research that is taking place today is in the area of the **learning brain**. P.E.4LIFE's motto is Active Body, Active Mind...and Dr. John Ratey, Harvard clinical psychiatry professor and author of A User's Guide to the Brain, says,

"Our physical movements can directly influence our ability to learn, think and remember. It has been shown that certain physical activities that have a strong mental component, such as tennis and golf, enhance social, behavioral and academic abilities. Evidence is mounting that each person's capacity to master new and remember old information is improved by biological changes in the brain brought only by physical activity."

Physical education and sports have played an integral part in the fabric of civic life and development of our children in public schools. But the amount of Physical Education offered in school has declined so dramatically. For countless children of all backgrounds, the gymnasium, the schoolyard and the playing field have provided the forum for friendships, and a place where the "playing fields" has been leveled, a place where they can test themselves without advantage and without the benefit accorded privilege. And what does this type of experience provide.....it provides what is necessary to develop good character. Character that can cross into all aspects of life to help our society flourish.

So, why is there a problem? Why have all these programs declined so dramatically? It seems clear that we need these programs. Part of the problem is that the value of physical education in particular has not been sufficiently articulated to enough people. Misconceptions about the importance of physical education, especially among policymakers and administrators far removed from gymnasiums and playing fields, have contributed to the steady erosion of sports

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and physical education in schools. Most people think that P.E. is going on the way the way it was when they were in school but it's just not the case.

Last week, President Bush announced a new initiative called "Healthier US". The Executive Summary describes this initiative as being, "based on the premise that increasing personal fitness and becoming healthier is critical to achieving a better and longer life". This program focuses on the health benefits to physical activity. Sports and physical education are also credited with various benefits associated with social and moral development. Physical play and sports help students understand others and develop skills of cooperation, sharing and caring for one another. Organized sports encourage moral development and decision-making skills. In adolescence these skills take on more importance as youth learn to make important decisions affecting their lives.

In a 1996 report on youth sports, researchers for the Carnegie Corporation cited studies that described **physical play** as essential in the development of social competence and in teaching children how to regulate emotions. Physical play and sports provides many opportunities for children to undergo emotional change and to gain understanding as to acceptable responses to both positive and negative experiences.

From notions of fair play to examples of sportsmanship, physical play also provides a forum for the expression of moral and ethical behavior practices. Competition, according to the rules, teaches concepts of fair play and cooperative approaches to maintaining the integrity of the game.

Not every child is going to become the next Jack Nicklaus or the next Tiger Woods or Karrie Webb. But we can provide every child an opportunity to participate because tomorrow they may be the spectator, the official, the parent in the stands, the youth sports coach....and we want them to understand and appreciate the proper and positive context of sports in our society today.

One of the most important aspects of sports and in my mind .....one of the best things you can develop in a young person is self-esteem. Physical play contributes greatly to enhanced self-esteem. This is a major factor in motivation, persistence and overall success. According to the Carnegie findings, the most compelling evidence ties higher self-esteem ratings to children's perceived competence obtained through positive sports experiences. This is compelling.

In addition, I want to talk about behavior. This is also critical to childhood development and creating a better society. Sports participation has a positive impact on reducing socially risky behaviors. Children who participate in physical rigorous physical exercise are less likely to use drugs, smoke, carry weapons, or have unhealthy eating habits. Exercise and sport have been found to be therapeutic and preventative for enhancing physical and mental health. For all children and girls especially, this can offer positive feelings about body image, improved self-esteem and increase self-confidence.

I would specifically cite the First Choice Program, developed by a member of the Cooper Institute, which was a p.e. program developed specifically for at-risk children between

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the ages of 11-15. When they increased their physical exercise from 3 to 5 times per week, they saw an increase in socially positive behaviors like school attendance, in self-esteem and a dramatic decrease in alcohol use, drug use and smoking behavior.

Lastly, I want to focus on the health crisis facing our nation's youth. I think the most widely quoted statistic is the percentage of overweight young Americans, which has more than doubled in the last 30 years. The Centers for Disease Control (CDC) has gone so far as to call it a national epidemic.

However, at the same time that obesity levels are growing, physical education programs in our nation's schools are declining dramatically. In 1991, 42 percent of high school students participated in daily physical education, today it is about 25 percent. Fewer than one-in-four children get 20 minutes of vigorous activity on a daily basis and 25 percent don't get any physical education at all.

It is clear that the need for quality physical education in our nation's schools has never been greater.

In autumn of 2000 the Secretaries of Education and Health and Human Services, responding to an Executive Memorandum from the President, sent an unprecedented report to the President entitled, Promoting Better Health for Young People Through Physical Activity and Sports. It opened this way:

"Our nation's young people are, in large measure inactive, unfit, and increasingly overweight. In the long run, this physical inactivity threatens to reverse the decades long progress we have made in reducing death from cardiovascular diseases and to devastate our national health care budget. In the short run, physical inactivity has contributed to the unprecedented epidemic of childhood obesity that is currently plaguing the United States."

"Physical education and daily physical activity go a long way to improving the overall health of our children. Among others, we need to improve on cardiovascular endurance, muscle strength, flexibility, help with weight regulation, bone development and posture. Teaching active lifestyle habits to children will go a long way to helping them grow up to be active and healthy adults. In addition, particularly with children, an active lifestyle leads to the constructive use of leisure time. Improving physical education in our schools is a sure way to influence these behavior patterns in our children."

First Tee....and.... First...P.E. Our children deserve no less.

Thank you for your time today.

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APPENDIX I – WRITTEN STATEMENT OF ROBERT S. KRAUSE, VICE PRESIDENT OF INSTITUTIONAL ADVANCEMENT, KANSAS STATE UNIVERSITY, MANHATTEN, KANSAS

TESTIMONY PRESENTED TO THE
COMMITTEE ON EDUCATION AND THE WORKFORCE
U.S. HOUSE OF REPRESENTATIVES

The First Tee: Building Character Education - June 25, 2002
Robert S. Krause – Vice President of Institutional Advancement/Kansas State University

Good afternoon Chairman Boehner and members of the House of Representatives Committee on Education and the Workforce. My name is Robert Krause and I am the Vice President for Institutional Advancement at Kansas State University. I appear before you today representing The First Tee Chapter of the Kansas State University Golf Course Management and Research Foundation. I appreciate and am honored to be invited to present testimony to you to about a program that is already having a positive impact on the lives of young people across our country and no doubt will grow in its capacity to be a significant force in preparing our Nation's youth to successfully participate in our post secondary educational institutions and workforce.

I would be remiss if I did not thank you and all of your congressional colleagues for the tremendous support you give to our Nation's colleges and universities and particularly to the over 14 million students they enroll. You indeed have built a system of higher education that serves our Nation well and is a leader in the world.

As Joe just shared with you, in five short years - a nanosecond in the course of history - a program has emerged from scratch that is already changing the face of golf to be more like the face of America and more importantly, is already changing the lives of youngsters from all walks of life, from every ethnic origin, both urban and rural, boys and girls from coast to coast and north border to south border by giving them life skills to make decisions, a solid set of values by which to live, and access to a game they can play for life - 60,000 today....500,000 tomorrow....millions in the future.

In 1994 our Foundation, along with our alum and PGA SENIOR TOUR player, Jim Colbert got together with the PGA TOUR and the Golf Course Superintendents Association of America (GCSAA) to consider building a championship course at K-State with an integrated set of educational, research and youth programs. As part of our discussion back then, I vividly recall everyone agreeing on three points. First, the game of golf has an intrinsic set of values and skills in its play, its rules, and its history that are the same as many of the values and skills we aspire to teach to students in our educational institutions. Second, both the game of golf and higher education have great room for improvement in their attempts to include young people from lower economic backgrounds and ethnic and cultural backgrounds which differ from the caucasian majority. Third, one shot programs targeted for youth who have previously not had access to golf or higher education, however well intended, simply do not get the job done.

As The First Tee was being developed it became evident that the systematic structuring of a program teaching athletic skills in a sport with great role models, around a set of nine core

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values, was a unique opportunity for higher education. Young people who have an opportunity to develop behaviors based on values of honesty, integrity, sportsmanship, respect, confidence, responsibility, perseverance, courtesy, and judgment will be more successful in college and the workplace than those who do not. Young people who have the opportunity to learn life skills such as goal setting, crafting strategies to achieve goals, conflict resolution, and management of emotions will also be more successful in college and the workplace than those who do not have those skills.

Moreover, learning these values and skills outside of the formal classroom in the setting of the peer group raises the probability that the lessons will be learned for life. Higher education has long recognized that the peer group influence is one of the most potent factors in learning and that it generally exists outside of the formal educational classroom. Simply put, we may be able to teach the structure and logic of ethical decision making in the classroom, but more often than not the student learns to make ethical decisions in real life, day to day decision making with peers.

The opportunity to make a connection between The First Tee Program and extending educational and career preparation opportunities to its participants presented itself and The National First Tee Academy at K-State and Colbert Hills Golf course was developed to make this connection. Each summer two participants from each chapter are selected to attend the week long Academy based on chapter recommendations and a commitment to return to the chapter to be a mentor for younger students. The Academy offers Life Skills and leadership development workshops, a chance to live on a college campus and interact with college student leaders, golf clinics, career exploration seminars and a chance to meet peers from around the country. We begin our third Academy in three weeks and anticipate that it will be as successful as the first two have been.

Evaluations thus far indicate that students return to their communities and become involved in mentoring younger children both in the local First Tee Chapter and various community settings. They become more involved in school activities and continue their Life Skills education in The First Tee program. Anecdotally, it can be best summarized in a letter from one Academy participant to Jim Colbert:

> "Dear Mr. Colbert,
>
> Thank you very much for having us play at your golf course, Colbert Hills on the week of July 22-29.
>
> During that week, I learned many things that I did not know before I came to the course/camp. Primarily, I learned important life skills that I will continue to use in my daily life such as integrity, confidence, responsibility, trust, respect, courtesy, etc. Applying these life skills to my life already, I have gotten along better with people and had an easier time making new friends.

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Also, at camp, I have acquired a new found sense of how to make goals and how to keep them important, positive and most importantly reachable. Now that I have learned to make better goals that apply to my daily life, I know that my life will be easier.

Sincerely,
LaToya Lee"

Making the connection between The First Tee and higher education by giving The First Tee youngsters an experience on a college campus and beginning to get them focused on the need to enroll in some form of higher education to achieve their goals was an important first step. This year The First Tee will establish a second National Academy at another college or university and plans for 2005 and beyond are to add a third National Academy and expand the number of sessions offered at the Academies to accommodate larger numbers of students.

Equally important, is the establishment of The First Tee Scholars program, which provides full tuition and fee scholarships to students based on student achievement and successful completion of The First Tee experience. This program was initiated by Bill Crouch, President of Georgetown College and will be implemented this coming year. Thus far, 13 institutions have committed approximately 1.3 million dollars of scholarships to be awarded to First Tee students graduating from high school.

During the past 35 years I have had the pleasure of working with numerous youth programs, leadership programs and character education programs in a variety of settings in higher education. I truly believe The First Tee program is one of the best, if not the best of its kind.

It has a well defined mission.

It expects a long term commitment from its local chapters.

It has the necessary professional support staff for its members.

It forms strategic alliances with existing youth and community organizations.

It has clear cut strategies to accomplish its mission.

And

It moves students through a set of integrated developmental programs, up to and including, helping them to formulate plans to achieve and finance a higher education.

I began by thanking you for the great support you have provided to higher education in America. I end my comments with the recognition that as The First Tee changes the face of golf and

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impacts the lives of youth by exposing them to the game and its positive values, The First Tee will also be a major player in changing the face of higher education. It will do so by giving future students values and skills which give them a competitive edge in college and in the workforce.

Ramon Alexander was a student in our first Academy and if he were here today I know he would tell you with great passion and conviction ...." You can come from the inner city. You can come from the richest neighborhood. It doesn't matter where you come from if you are able to set goals, stay focused and remain confident in yourself - you can achieve anything you want to achieve. This is what I take away from my experience in The First Tee." This is what I believe America stands for and what the outcome of education should be.

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APPENDIX J – WRITTEN STATEMENT OF TIMOTHY M. FINCHEM, CHAIRMAIN OF THE WORLD GOLF FOUNDATION AND COMMISSIONER OF THE PGA TOUR

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**TESTIMONY PRESENTED TO THE
COMMITTEE ON EDUCATION AND THE WORKFORCE
U.S. HOUSE OF REPRESENTATIVES**

**The First Tee: Building Character Education - June 25, 2002
Timothy W. Finchem – Chairman of the World Golf Foundation, Commissioner of the PGA TOUR**

As Chairman of the World Golf Foundation, Inc., I am pleased to offer this written testimony to the Committee in support of those testifying on this day on behalf of The First Tee.

The World Golf Foundation created The First Tee in November of 1997 as a way to bring golf to youngsters that otherwise would not be exposed to the game and its positive values. After much research, we determined that the primary reason more children did not play golf was that they had no physical access to places to learn and play the game and they did not have economic access to existing golf facilities. We determined, then, to create youth-friendly learning centers where children are always welcome and where they could get the proper instruction and guidance to enhance their enjoyment of the game.

Simultaneous to announcing our initial goal of having in development at least 100 such facilities before the end of the year 2000, a goal we surpassed by 38, we realized we had a larger opportunity than just teaching the game of golf. Golf is a game of inherently positive values. It is a game based on respect, integrity, and honesty, and it takes focus and perseverance to progress. These are all traits that are admirable in any person, golfer or non-golfer, and we determined that we ought to do everything we could to make sure

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they resided in the young people we were reaching. Thus was born The First Tee Life Skills experience.

The First Tee Life Skills experience was formulated with the help of academic, coaching, and golf experts. Certainly other sports can teach valuable lessons as well, but what we believe makes The First Tee unique is that we are proactively teaching these lessons for life as part of our basic instruction program. A child cannot participate in The First Tee and opt out of Life Skills instruction and learning. We have seamlessly integrated the Life Skills lessons into the physical instruction and participants can progress through our certification program only after demonstrating a mastery of the Life Skills lessons as well as the golf lessons.

The role of the World Golf Foundation in all of this was to marshal the support of the major golf organizations to grow and promote The First Tee. That support is there as evidenced by the shared oversight of the program by the PGA of America, the PGA TOUR, the LPGA, the USGA and Augusta National Golf Club.

The success of The First Tee to date has rested on its ability to garner the support of both public and private entities to locate and construct the learning facilities. On the public side, it has been the interest of local communities – city councils, mayors, county commissioners, and in some instances state governors – in providing a wholesome, valued based program for their youth that has stimulated the growth of The First Tee. In most cases, a city, county or state donates the land to be used under a no cost, long-term

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lease agreement. Private individuals, corporations, and other organizations then fund the capital improvements to the land through donations and fundraising efforts. Now that The First Tee has attained a critical mass, it has the opportunity to increase exponentially the number of young people that it reaches. In order to do so, we need and are seeking additional support from the public sector so that we can stimulate further expansion to meet the demand for this program.

As one of the Oversight organizations of The First Tee, the PGA TOUR supports its efforts in a variety of ways. For example, many of our tournaments invite First Tee participants to special events during tournament week and some are able to make charitable contributions to the local First Tee programs.

The PGA TOUR also supports The First Tee through its membership. At least 30 TOUR members are directly involved in The First Tee, whether that be by serving on local First Tee boards or by serving as national spokesmen, as in the case of Jack Nicklaus. Most importantly, we believe our members are the kind of role models that the young participants in The First Tee ought to emulate. Does that mean they should all aspire to be the next Tiger Woods? That is probably unrealistic in terms of golf ability, but we would certainly want our First Tee youngsters to aspire to conduct themselves in their daily lives like Tiger Woods. Tiger, like most of our players, is a hard working, dedicated, courteous person of integrity who shows respect for others and the game he plays. Why would we not want that for all of our children? That is the true goal of The First Tee and why the PGA TOUR is one of its staunchest supporters.

APPENDIX K – LETTER TO CHAIRMAN JOHN A. BOEHNER FROM MICHAEL WALLACE, GOLF COURSE SUPERINTENDENTS ASSOCIATION OF AMERICA, SUBMITTED BY CHAIRMAN JOHN A. BOEHNER, COMMITTEE ON THE EDUCATION AND THE WORKFORCE, U.S. HOUSE OF REPRESENTATIVES, WASHINGTON, D.C.

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GCSAA
[illegible]

June 28, 2002

The Honorable John A. Boehner
Chairman
House Committee on Education and the Workforce
2181 Rayburn House Office Building
Washington, DC 20515

Dear Chairman Boehner:

YOUR NEIGHBORHOOD SUPERMARKETS

I am writing on behalf of the 22,000 members of the Golf Course Superintendents Association of America (GCSAA) to commend you and your colleagues for introducing H. Res. 448, recognizing The First Tee for its support of programs that provide young people of all backgrounds an opportunity to develop, through golf and character education, life-enhancing values such as honor, integrity, and sportsmanship.

GCSAA is the professional organization for the men and women who manage and maintain golf courses in the United States. In June 1998, GCSAA established its commitment to the First Tee initiative. GCSAA is one of several national organizations directly involved with The First Tee to support efforts to bring affordable and accessible golf facilities to communities across the country.

The golf course superintendent is a key player in both the development of a new course and in improving conditions at a mature course. There are currently 82 golf course superintendents who act as the First Tee liaison for their GCSAA chapter. We believe strongly in the program goals and objectives of The First Tee and will continue to drive interest among members and encourage participation, as well as look for ways to expand our participation with the program.

Thank you for your support of this important program that impacts the lives of young people by creating affordable and accessible golf facilities to serve those who have not previously had exposure to the game and its positive values.

Sincerely,

Michael Wallace, CGCS
GCSAA President

cc: GCSAA Board of Directors

GCSAA is dedicated to serving its members, advancing their profession, and enriching the quality of golf and its environment.

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Table of Indexes

Chairman Boehner, 2, 3, 5, 9, 11, 13, 14, 16, 17, 19, 22, 23, 25
Mr. Barrow, 11, 22, 23
Mr. Dedelow, 13
Mr. Kind, 3, 4, 23, 24
Mr. Krause, 19
Mr. Nicklaus, 6
Mr. Osborne, 22, 23
Mrs. Mccarthy, 23, 24
Ms. Davis, 9, 25
Ms. Flannery, 17
Ms. Schoenfeld, 14, 15

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